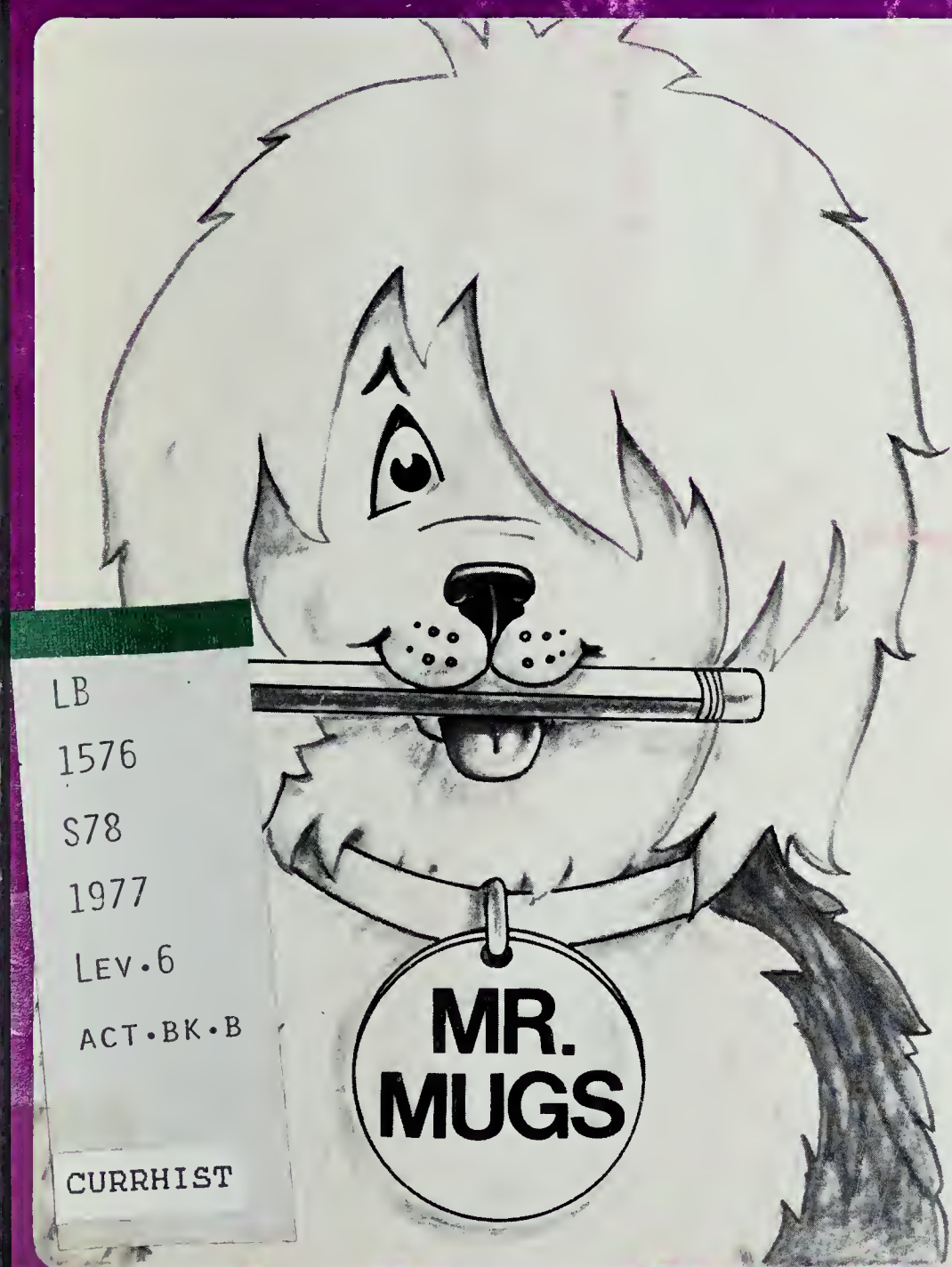
LEVEL

6

Self-Help Activities



Starting Points in Language Arts

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BY: Anna Gibbs
Lou Arrell

Included are:

Decoding Skills
—Phonemic Analysis
—Structural Analysis
—Word Meaning or Spelling
Writing Skills
—Handwriting (lower case letters of the alphabet)
—Directed Writing

(See Skills Index, Inside Back Cover)

The Self-Help Activities in this book include activities based on the decoding skills and the writing skills taught in Level Six.

It is recommended that the decoding and writing activity pages be used with the corresponding lesson plans in the Teacher's Guide for Level Six. They can be done independently by the children after the teacher has made sure that the directions are understood. Each activity, when completed, should be checked by the teacher and the children working together.

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Illustrations by: Bill Kimber, pages 5, 10, 15, 17, 21, 26, 30, 32, 38, 40, 44, 50, 51, 55, 57, 61, 62, 70, 72, 74, 86, 91, 104, 108, 109, 120, 122, 128.
Handwriting by: Susan Calverly, pages 4, 9, 14, 20, 25, 31, 37, 42, 43, 49, 54, 60, 66, 71, 77, 78, 83, 84, 89, 90, 96, 101, 106, 107, 112, 113, 118, 119, 125, 126.

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My name is _____

Choose the right word to finish each sentence. Print the word on the line.

1. Put a _____ on that dog.	middle muzzle
2. That's a police car _____.	siren silent
3. Mr. Mugs was the story _____.	hero here
4. He stepped out on the _____.	balloon balcony
5. Far _____ they saw the car.	below beside
6. Don't tell. It's a _____.	secret serious
7. Those rings are very _____.	valley valuable
8. My brother and sister _____.	quarrel quarter
9. She fell _____ over a stool.	basket backwards

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My name is _____

Underline the consonant cluster in each of these words.

plans	clown	closed
floor	slept	place
blew	flower	blink

Now find the word that belongs in each sentence and print it on the lines.

1. The bright sunshine made Mr. Mugs _____.

2. The thieves had _____ to steal valuable secrets.

3. The apartment was on the top _____.

4. They put Mr. Mugs on the balcony and _____ the door.

5. No one _____ very much that night.

6. They hid the secrets in the _____ box.

7. Mr. Mugs was very _____ to see Curt again.

Phonemic Analysis: consonant clusters with / /Word Meaning: context clues.

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My name is _____

Read each sentence. Find the words that end with a vowel standing for a glided sound. Draw a line under those words.

1. Maybe he heard that funny story on the radio.

2. I said hello to the hero and he said hi to me.

3. We have no idea why the hydro went off.

4. She was in a hurry to go home.

5. I'll try to remember, but it happened so long ago.

Read each word. Find the prefix. Think how the word should be divided into syllables. Print the word on the lines putting a stroke between the syllables. The first word has been done for you.

about	a/bout	delay		begin	
excite		award		ago	
delight		belong		explain	

Now use two of the words in sentences.

_____

_____

_____

Phonemic Analysis: final vowel glided sounds/Structural Analysis: prefixes *a, be, de, ex*/Syllabication: dividing into syllables words with prefixes.

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My name is

Trace and practice writing the letter.

Handwriting.

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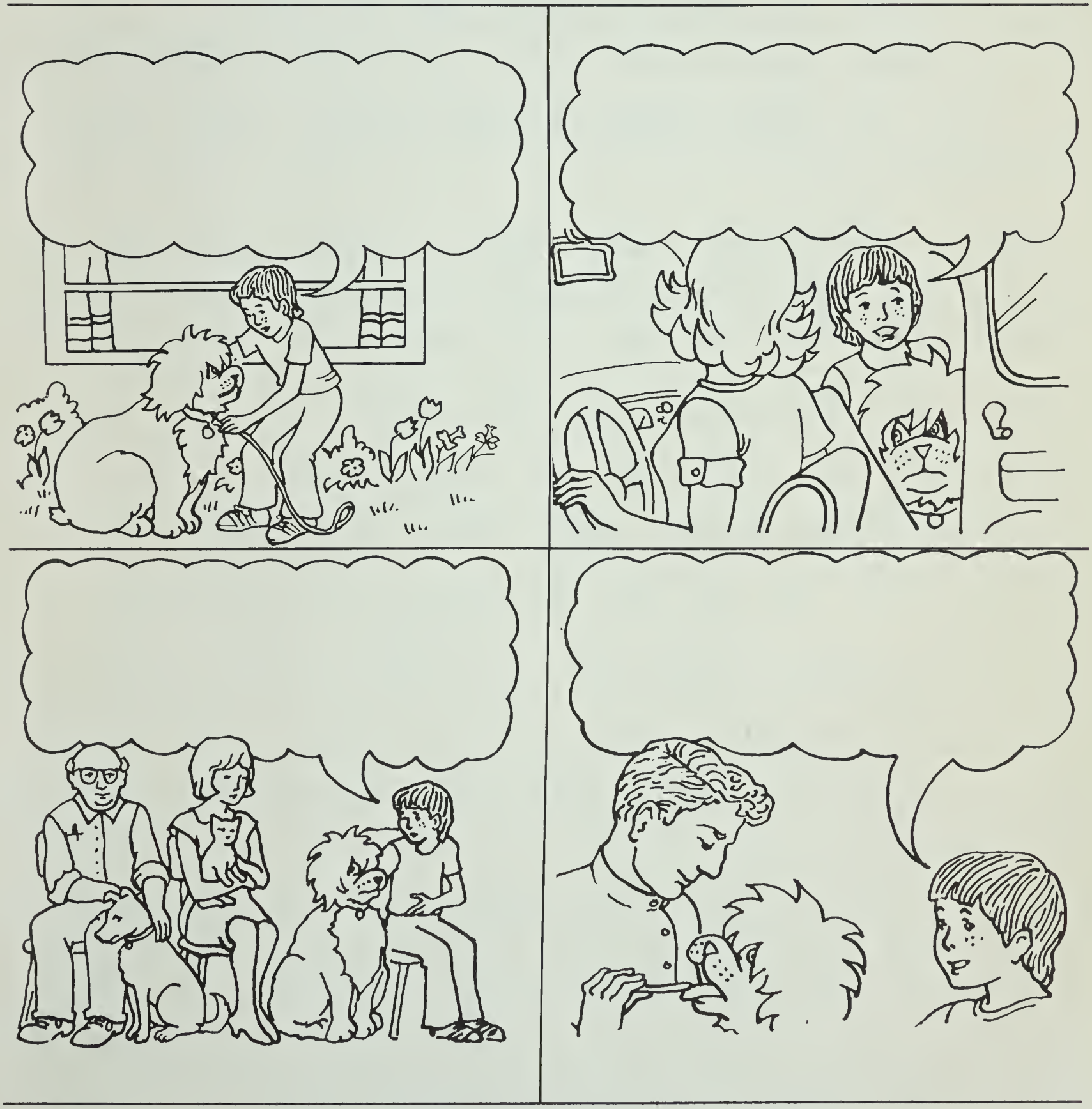
My name is _____

Read the title and look at the comic-strip pictures carefully. Decide what Curt is saying to Mr. Mugs in each frame. Print Curt's words in each word balloon.

Mr. Mugs Goes to the Veterinarian



Directed Writing.

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My name is _____

Draw a circle around every word that begins with *s* and another consonant.

1. The car skidded on the slippery road.
2. I'll slide on my sled down the snowy slope.
3. Don't step on such a small bar of soap.
4. Fish Head could hardly stand up on the swaying deck.
5. I was so scared when a huge spider came swiftly toward me.

Draw a line under every word in which you hear the same vowel sound that you hear in *smile*. Then write the words under the headings that follow the same pattern.

1. Can you climb that big pine tree?
2. At night you can see the bright stars.
3. That terrible dragon might frighten the child.
4. The blind man sat by the side of the sly spy.

ride	*dry*	*high*	*kind*

Phonemic Analysis: consonant clusters with *s*; phoneme-grapheme correspondences /ī/**i-e**, /ī/**y**, /ī/**igh**, /ī/**i**.

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My name is _____

Draw a line between the two words that make up the compound word. Then find the compound word that belongs in each sentence and print it on the line.

buttercups	landmark	sailboat	policeman
seashells	wishbone	tomcat	daydream

1. Fish Head was a _____.
2. We found some _____ on the beach.
3. Jan went sailing in a _____.
4. Curt likes to _____ about trips in space.
5. The _____ caught the thieves.
6. I think _____ are pretty flowers.
7. Let's make a wish with this _____.
8. That high hill is a good _____.

Have you used the right words? Read the sentences again.

Structural Analysis: compounds/Word Meaning: context clues.

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My name is _____

Add *'s* or *s'* to show that something or someone belongs to the underlined words.

1. The two boy__ boats were painted blue.
2. Fish Head__ feet slipped out from under him.
3. The angry cat bit the sailor__ ankle.
4. Both girl__ coats were hung in the hall.
5. Fish Head stole some of the butcher__ meat.
6. All the clam__ shells were hard to open.

Say each word softly to yourself. How many parts or syllables do you hear? Put the number on the line. Which syllable is said strongly? Draw a line under it.

potatoes ____	nervously ____	ladder ____
chicken ____	apartment ____	below ____
stomach ____	thieves ____	post ____

Draw a line between the syllables of the words below. The first two are done for you.

bas/ket Fath/er

follow	cricket	slipper	cottage
garden	winter	fortune	silver
sister	usher	person	wicked
brother	Richard	either	dinner

Structural Analysis: possessives/Syllabication.

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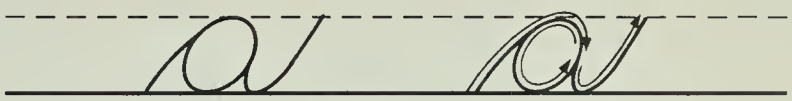
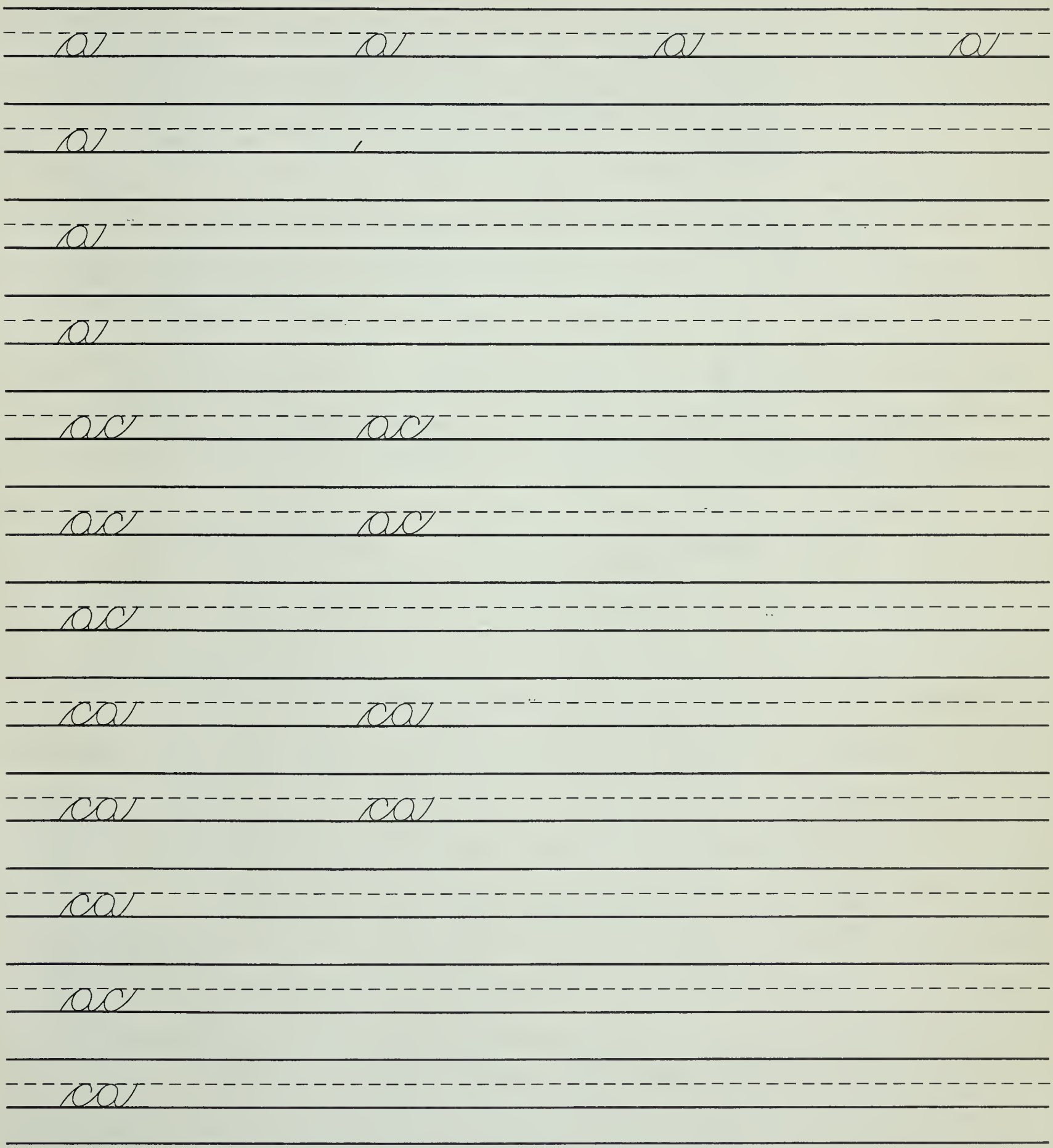
My name is _____

Trace and practice writing the letter and the joined letters.





Handwriting.

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My name is _____

Read the words in the Word Bank. Decide which words best describe each animal. Print the words under the animals. Add some words of your own.

Word Bank:

short-tailed	crashing	long-eared
brown or gray	carrot-eating	fearless
soft	large	gruff

A Grizzly Bear

A White Rabbit

Directed Writing.

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My name is _____

Choose the right word to finish each sentence. Print the word on the line.

1. I'd like a _____ of pop.	bottle battle
2. It's dark in the _____ of the night.	little middle
3. The frightened child screamed in _____.	terrible terror
4. The wizard gave them a magic _____.	potion police
5. A wise man is often called a _____.	wizard miserable
6. She sat on the _____ of her chair.	else edge
7. The _____ is beautiful in spring.	countryside company
8. _____ the flour for the cake.	Meadow Measure

Word Meaning: context clues.

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My name is _____

Look at the list of consonant clusters on the left. Then look at the list of word parts on the right. Make words using these lists to fit in the sentences. The first one is done for you.

Consonant Clusters		Word Parts		
br	gr	and	eat	ighten
cr	pr	ass	ee	ink
dr	thr	ave	ept	ong
fr	tr	ead	ied	ops

1. Olaf crept nearer to the sleeping dragons.
2. He measured out a few _____ of the magic potion.
3. That was a very _____ thing to do.
4. The knights found Olaf asleep in the _____.
5. They _____ to get him home without waking him.
6. Now there was no dragon to _____ the people.
7. The _____ brave knights lived happily ever after.

Phonemic Analysis: consonant clusters with *r*/Word Meaning: context clues.

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My name is _____

Look at the prefixes below. Add prefixes to the word parts in the Word List. Print the words you make on the lines. See how many new words you can make.

a	**be**	**de**	**ex**	**re**

Word List

part	cite	_____	_____
change	long	_____	_____
plied	light	_____	_____
		_____	_____

Read the words below. Then read the sentences. Add **re** to the words. Print the words you make in the correct sentences.

make **fill** **run** **told**

1. I watched a _____ of an old TV show.
2. Mom _____ the story of her first dance.
3. John was told to _____ his bed.
4. I had to _____ the milk jug three times.

Structural Analysis: prefixes/Word Meaning: context clues.

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My name is _____

Trace and practice writing the letter and the joined letters.

d d

d d d d

d

d

d

da da

da

dac dac

dac

dad

cad

ad

add

Handwriting.

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My name is _____

Look at the two pictures carefully. Read the beginning of this adventure story. Then finish the story on the next page telling how the adventure ends. Give your story a title.

_____

Julia and Anne Marie had gone on a camping trip. The two girls were walking through some woods. The ground seemed very wet. Suddenly Julia sank up to her knees in water. Anne Marie had to get her out.

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My name is _____

Directed Writing.

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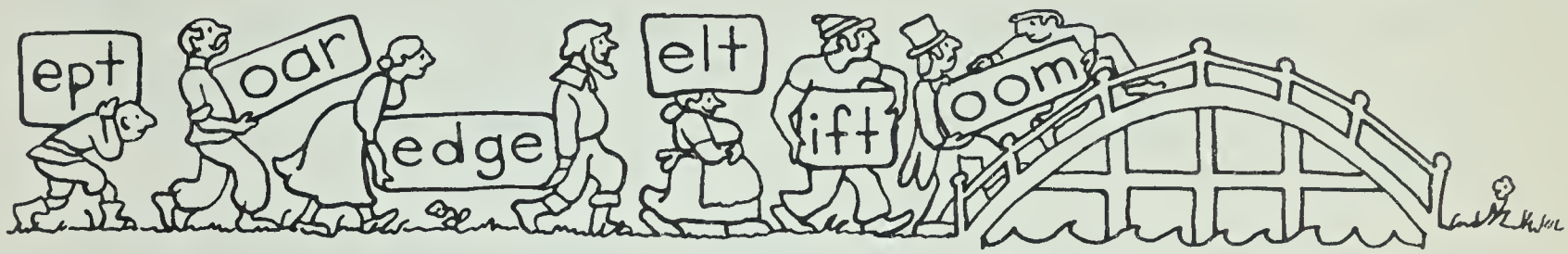
My name is _____

Help these word parts cross the bridge. Add a word part to the letters on the lines to make words. Each word part needs to be in two words to get it over the bridge.



f	br	sw	s
sw	h	l	l
r	b	k	bl

Add word parts to the letters to complete these sentences.

1. The ice on the river will soon m_____.
2. This watch was a gift from Grandma.
3. I heard a jet zip across the sky.
4. The baby crawled over to his toybox.
5. Put a wip? under the door.
6. Pat watched Curt's kite sail high.

Structural Analysis: graphemic bases/Word Meaning: context clues.

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My name is _____

These pairs of sentences say the same thing in two ways. Add **'s** or just ' to the underlined word and print it on the line in the sentence.

1. These bikes belong to the boys.

   These are the _____ bikes.

2. They walked along the edge of the river.

   They walked along the _____ edge.

3. That ring belongs to Grandma.

   It is _____ ring.

4. I'll meet you in the clubhouse for girls.

   I'll meet you in the _____ clubhouse.

5. The roaring of the lions frightened the monkeys.

   The _____ roaring frightened the monkeys.

6. That new cage is for the bird.

   That is the _____ new cage.

Read the pairs of sentences again. Do both sentences in each pair have the same meaning?

Structural Analysis: possessives.

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My name is _____

Read these spelling words. Then print the words that belong in the sentences on the lines in the correct sentences.

1. They built a br across the r.
2. My st says it's time for lunch.
3. The knights f the dragon.
4. The new apartment b is finished.
5. I bought a b of pop.
6. John d to go to the meeting.
7. Mom got a basket of red a.
8. I have a s hiding place.
9. The dragon filled the people with t.
10. We are having p for dinner.

potatoes
secret
fought
bottle
terror
apples
bridge
building
river
decided
stomach

Spelling/Word Meaning: context clues.

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My name is _____

Trace and practice writing the letter and the joined letters.

g g

g g g g

g

g

g

gad gad

gad

gac gac

gac

dag dag

dag

cag cag

cag

Handwriting.

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My name is _____

Choose the best titles for the first two pictures and print them above the pictures. Make up titles for the last two pictures and print them above the pictures.

Going for a Walk
Waiting for Winter
Summer is Here!

Getting Up
Help, I'm Stuck!
Having Breakfast

Directed Writing.

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My name is _____

Look for the words that have *ou* or *ow* standing for the sound in *cow*. Draw a line under them. Look for the words that have *ow* standing for the sound in *snow*. Draw two lines under them.

1. Loud sounds of thunder came from the cloudy sky.
2. I know a clown who owns a pet crow.
3. The owl swooped down and caught a mouse.
4. From the mountain we could see the town far below.
5. The powerful king proudly showed us the flowers he'd grown.

Look at the words you have underlined. Print all those that have the sound as in *cow* under the word Cow. Print those that have the sound as in *snow* under the word Snow.

Cow	Cow	Snow

Phonemic Analysis: correspondences /ou/**ou**, /ou/**ow**, /ō/**ow**.

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My name is _____

Print each underlined word in two parts. Then circle the word or words with the same meaning as the underlined word. One is done for you.

1. I <u>dislike</u> that picture of the sea. — dis like
   (do not like) ___ want

2. Her school project was left <u>undone</u>. — ___ ___
   not finished ___ all finished

3. Mom <u>resewed</u> the button on my coat. — ___ ___
   didn't use ___ sewed on again.

4. She left her bed <u>unmade</u>. — ___ ___
   not made ___ made again

5. She will <u>reknit</u> the socks that are too big. — ___ ___
   finished knitting
   knit over again

6. Mom wondered who had <u>displaced</u> the pie plates. — ___ ___
   put back again
   put in the wrong place

7. The back yard was <u>unfenced</u>. — ___ ___
   not fenced ___ closed in

8. The teacher <u>retaught</u> the lesson. — ___ ___
   didn't like ___ taught again

Structural Analysis: prefixes *un, dis, re.*

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My name is _____

Print each word on the line with a stroke between the syllables. The first one is done for you.

airplane	air/plane	number	
danger		cowboy	
pocket		bookshelf	
birthday		arrest	

Read each sentence. Find a word above that will make sense in the sentence. Print the word on the line.

1. Mom sewed up the hole in my coat _____.
2. The policeman will _____ the thieves.
3. Was Jane's ship in the _____ because of icebergs?
4. The _____ rounded up the cattle.
5. Put that reader on the _____ please.
6. Jim had eight candles on his _____ cake.

Syllabication/Word Meaning: context clues.

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My name is _____

Trace and practice writing the letter and the joined letters.

q q

q q q q

q

q

q

q

aq aq

aq

caq caq

caq

cq cq

cq

daq daq

daq

Handwriting.

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My name is _____

Look at the two pictures below. What three things would you say if you had to tell someone how to do these things. Print them on the lines.

How to Brush your Teeth

1. _____

2. _____

3. _____

How to Make a Bed

1. _____

2. _____

3. _____

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My name is _____

Look at the list below. Decide which thing you would like best to have. Print a story about what you would do with it.

an ocean liner	the Loch Ness Monster
an island	a helicopter
Jack's beanstalk	a leprechaun

If I had _____

I would _____

Directed Writing.

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My name is _____

Look for the words that have a vowel sound the same as vowel sound in *cake*. Draw a line under the words. Circle the letters that stand for the vowel sound. If the word is like *cake*, circle the letters this way

c a k e

1. A freight train came down the tracks.
2. Our neighbor has a cape and a hat with a veil.
3. The birthday cake weighed eight pounds.
4. When he dropped the reins, the horse ran away.
5. Jane gained weight because she ate too many candies.

Read each sentence below and the word in front of it. Underline all the words in the sentence that have the same vowel sound as the word at the beginning. Circle the letters that stand for the sound in each word.

care 1. Mom made me put a pair of socks on my bare feet.
fern 2. The first logs we burned came from a fir tree.
far 3. The car got to the farm after dark.
for 4. The horse ate three more apples, cores and all.
turn 5. Jane wasn't nervous when icebergs came near her ship.
hair 6. Tom stared at the pretty girl's fair hair.
barn 7. They played cards in Grandma's large apartment.
more 8. Mary tore her dress and hurt her sore finger again.
stir 9. How on earth did you get your shirt so dirty?
work 10. He learned about a plane that circled the world.

Phonemic Analysis: correspondences /ā/a-e, ā/ai, /ā/ay, /ā/ei, /ā/eigh; vowels influenced by *r*.

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My name is _____

Read each sentence below and the word after it. Add one of the endings from the box to the word to make it right for the sentence. Print it on the line. Remember some words change their spellings with certain endings.

s	**es**	**ed**	**ing**	**er**	**est**	**ly**	**y**	**ful**	**less**

1. Sam seems to be getting _____ every day. **thin**
2. We _____ to go to the park. **decide**
3. That is a very _____ picture. **color**
4. Jane _____ TV every day after school. **watch**
5. Those apartments have large _____. **balcony**
6. The well is so deep it seems to be _____. **bottom**
7. Mr. Mugs is a _____ dog. **fun**
8. That's the _____ thing I ever heard. **silly**
9. The new woman is _____ the store well. **manage**
10. Nick _____ won the race. **easy**

Structural Analysis: suffixes, inflectional endings, and plurals.

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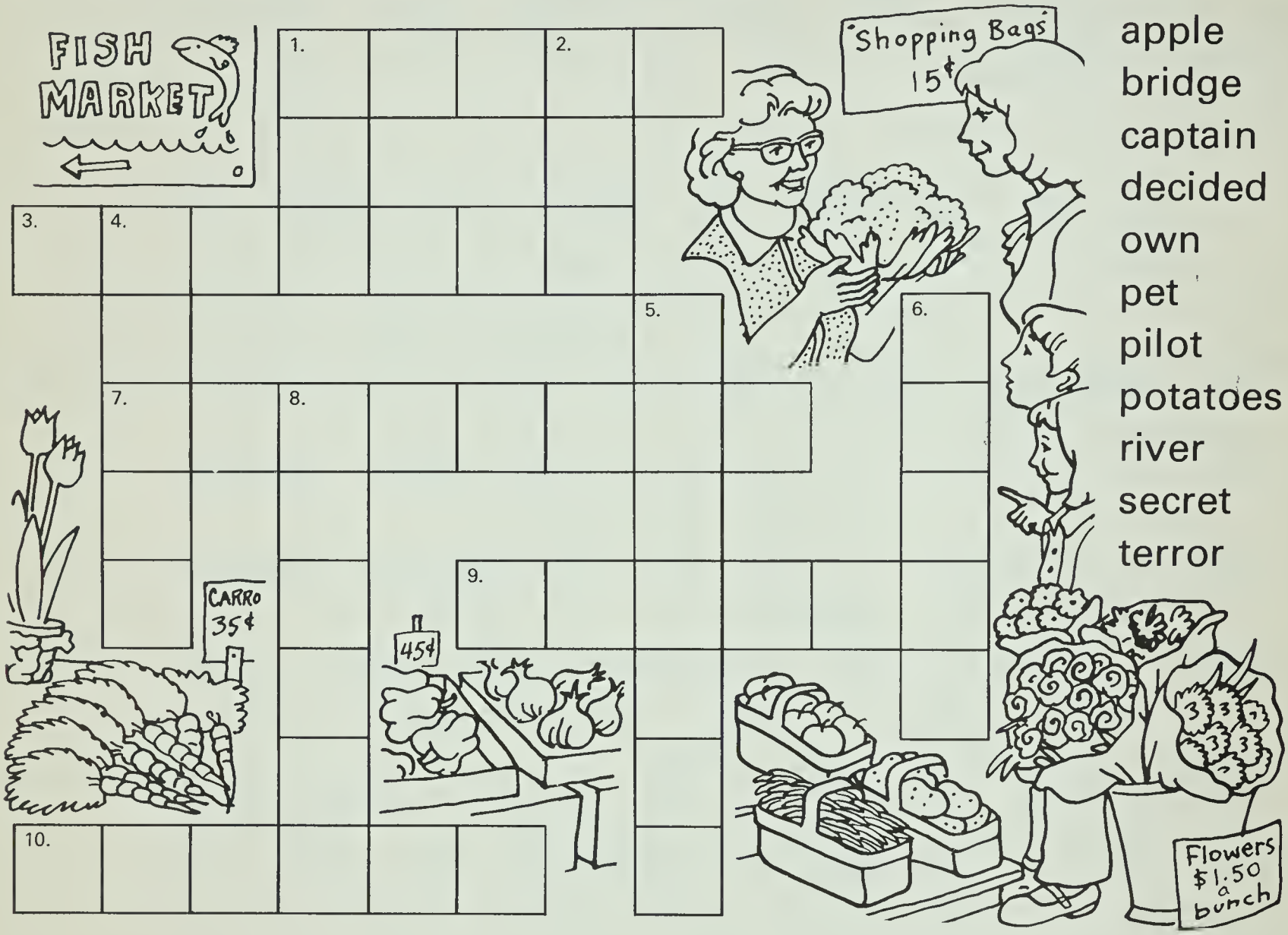
My name is _____

Do the puzzle using the sentence clues. The words to go in the puzzle are on the right, but see how much of the puzzle you can do without looking at them.



apple
bridge
captain
decided
own
pet
pilot
potatoes
river
secret
terror

Across

1. A ____ flies a plane.
3. The ____ is in charge of a ship.
7. I like mashed ____.
9. They built a ____ across the river.
10. I know a ____, but I won't tell.

Down

1. Mr. Mugs is Curt's ____.
2. This is my ____ mug.
4. He had a shiny red ____ in his lunch.
5. I ____ to do it this way.
6. A log floated down the ____.
8. The terrible dragon filled them with ____.

Spelling/Word Meaning: context clues.

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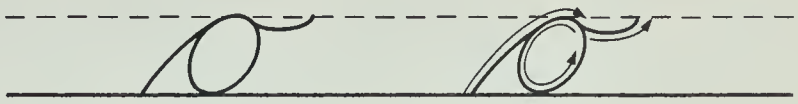
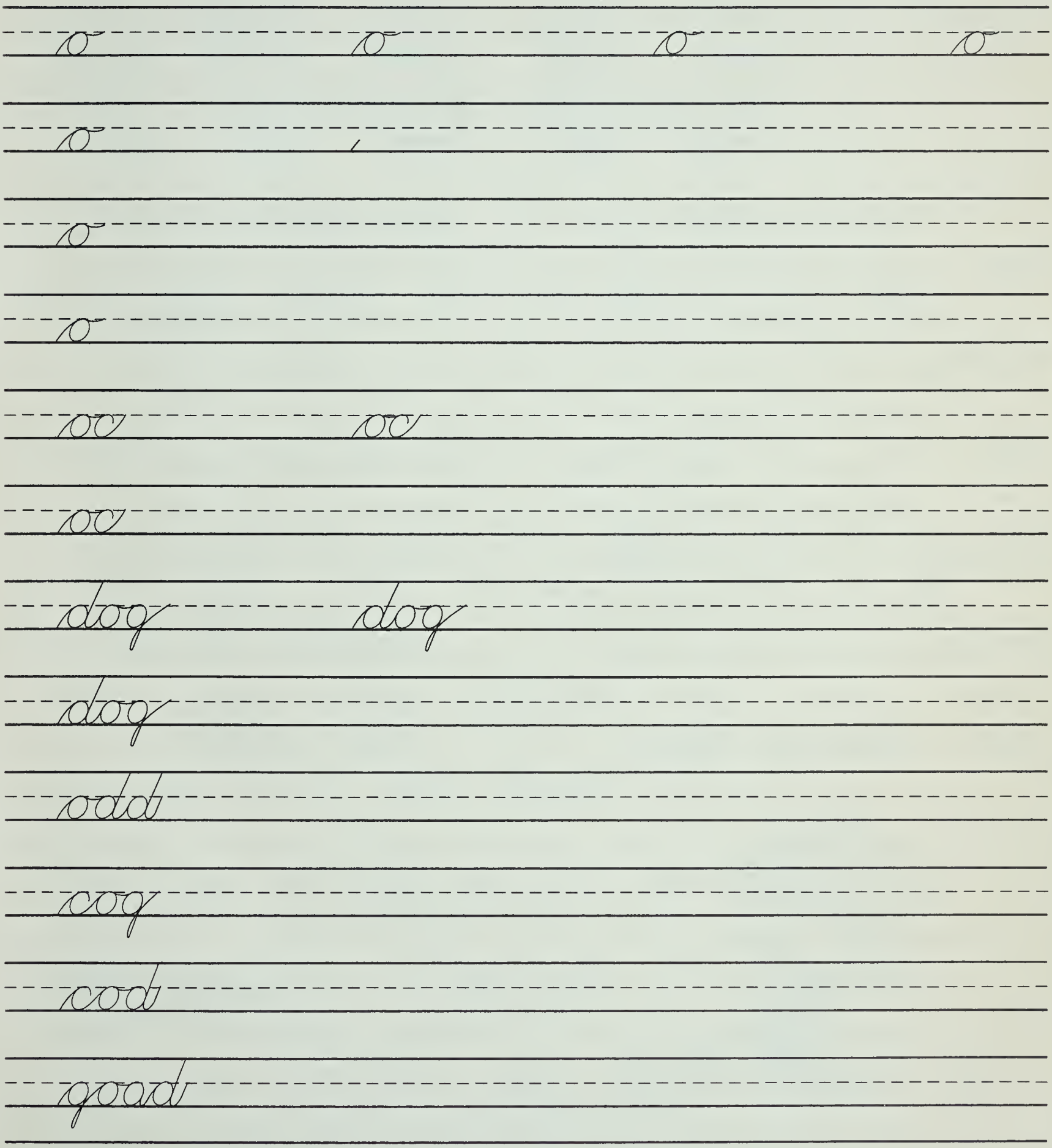
My name is _____

Trace and practice writing the letter and the joined letters.





Handwriting.

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My name is _____

Print two sensory poems on the lines. Choose words from the Word Bank or use any other words you like.

Word Bank:

black	sticky	lovely	popping	hot
good	warm	brown	cooking	yummy
delicious	buttery	snapping	sweet	sharp
licking	tasty	frying	white	sour

Sight _____

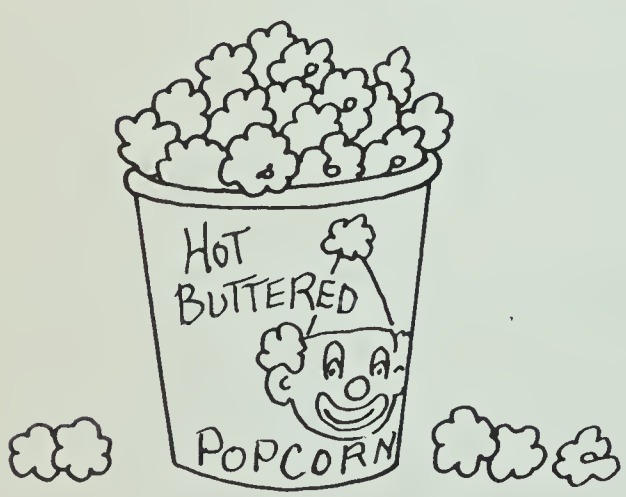
Hearing _____

Taste _____

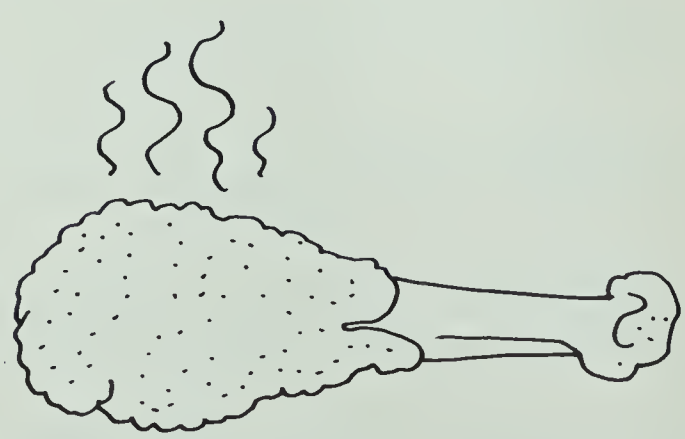
Feeling _____

Smell _____

Title Buttered Popcorn



Title Fried Chicken



Directed Writing.

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My name is _____

Read the list of words and each sentence. Find a word that means **the same as** the underlined word in each sentence. Print the word on the line after the sentence.

dock below post over battle saw orders

1. Mary <u>noticed</u> a crack in the cup. _____

2. There's a ledge <u>above</u> the front door. _____

3. Fish Head jumped from the deck to the <u>wharf</u>. _____

4. The crew followed Jane's <u>commands</u>. _____

Find a word that means **the opposite of** the word with the line under it. Print the word you find on the line after the sentence.

dirty edge ahead backward oar awake happy

1. He took a few steps <u>forward</u>. _____

2. Mr. Mugs was <u>miserable</u> that night. _____

3. Olaf was <u>asleep</u> on the grass. _____

4. The docks were very <u>clean</u>. _____

Word Meaning: synonyms and antonyms.

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My name is _____

Read each sentence and the two words after it. Print the word that belongs in the sentence on the line.

1. The basement is _____ the first floor.	below between
2. Dad climbed up the _____ to the roof.	matter ladder
3. The knights drank the magic _____.	post potion
4. The cat learned to like life _____ ship.	aboard ahead
5. May I have another _____ of pop, please?	battle bottle
6. The _____ made many clothes for his living.	tailor sailor
7. A _____ will keep the dog from biting.	middle muzzle
8. Black smoke poured out of the _____.	chimney slippery

Word Meaning: context clues.

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My name is _____

Circle the prefix in each word that has a prefix.

between	aboard	discolored	undone	reason
decide	beans	unnoticed	ahead	explain
rebuild	apple	remeasure	pretend	uniform
expect	prefer	detectives	below	disorder

Find the word that will make sense in each sentence and write it on the line in the sentence.

1. The wall _____ where water had run down.
2. Are they going to _____ the hall that burned down?
3. I _____ I'll be going to see Grandma tomorrow.
4. The little child went _____ in the crowd.
5. Mr. Mugs helped the _____ catch the thieves.
6. Jane sailed the sea _____ an ocean liner.
7. Rain fell from the sky above to the earth _____.
8. Let's _____ that this is a magic space ship.
9. We should _____ right now what we'll do next.

Structural Analysis: prefixes/Word Meaning: context clues.

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My name is _____

Say each word softly to yourself. How many parts, or syllables, does it have? Put the number on the line.

dirty	____	countryside	____	uniform	____
captain	____	serious	____	sewed	____
fought	____	measured	____	edge	____

Say these words softly to yourself. Draw a line under the part that is stressed, or said strongly, in each word.

balcony	hurray	apartment	bubble	command
package	wizard	opposite	between	decided

Here are some new words. Divide each one into syllables. Say each part softly to yourself. Then put them together and say the whole word. Print the word in the right sentence.

collect smokestacks outlaws poppies

1. Clouds of smoke rose from the tall _____.
2. Do you _____ stamps?
3. The field was full of bright red _____.
4. A band of _____ stole the horses.

Syllabication/Word Meaning: context clues.

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My name is _____

Trace and practice writing the letters and the joined letters.

o

a

d

g

q

o

dad

add

cag

go dog

good

For further practice try this.

ooo

Handwriting.

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My name is _____

Look at this picture carefully. Then make up three possible titles for it. Print the titles on the lines.

1. _____

2. _____

3. _____

Directed Writing.

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My name is _____

Choose the right word to finish each sentence. Print the word on the line.

1. What was Mr. Scrunch's most famous _____?	inventor invention
2. Mom put the scarf over her _____.	shoulder should
3. I'll be ready in a _____.	murmur moment
4. Did the crash _____ the car?	damage manage
5. Dan _____ watching a ball game.	engines enjoys
6. She has _____ finished the job.	practically especially
7. The sheets are at the _____.	laughing laundry
8. That is a very _____ chair.	countryside comfortable
9. We've had very cold _____.	weather feather
10. Cows graze in the _____.	passed pasture

Word Meaning: context clues.

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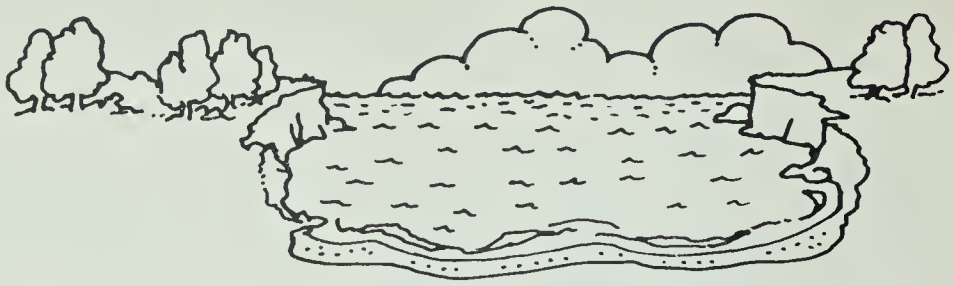
My name is _____

Add *oy* or *ay* to finish the missing word in each sentence. Then read the sentence again to be sure it makes sense.

boy



bay

1. Roy got a t_____ car for his birthday.

2. Jane saw a blue j_____ in the tree.

3. Pat and Curt enj_____ playing with their pets.

4. Mom says s_____ beans are good for you.

5. Joe carried the tr_____ over to the table.

6. Jan jumped for j_____ when she saw her new bike.

7. Is the new baby a girl or a b_____?

8. We found a good home for the str_____ puppy.

Phonemic Analysis: correspondences /oi/oy, /ā/ay.

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My name is _____

Circle the suffix in each word. Print the root word under every word that has lines under it.

rooster	funny	worthless	motion
harmful	pension	shiny	prettily
information	silliest	action	mission

Use some of the words above to complete these sentences.

1. The spy was sent on a secret _____.
2. A _____ crows when the sun comes up.
3. I'm looking for _____ about sheep dogs.
4. The farmer sprayed his crops to kill _____ bugs.
5. That ring isn't valuable. It's practically _____.
6. The _____ of the car made me feel sick.

Structural Analysis: suffixes/Word Meaning: context clues.

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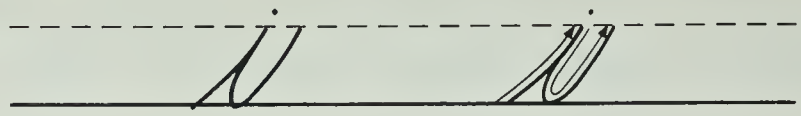
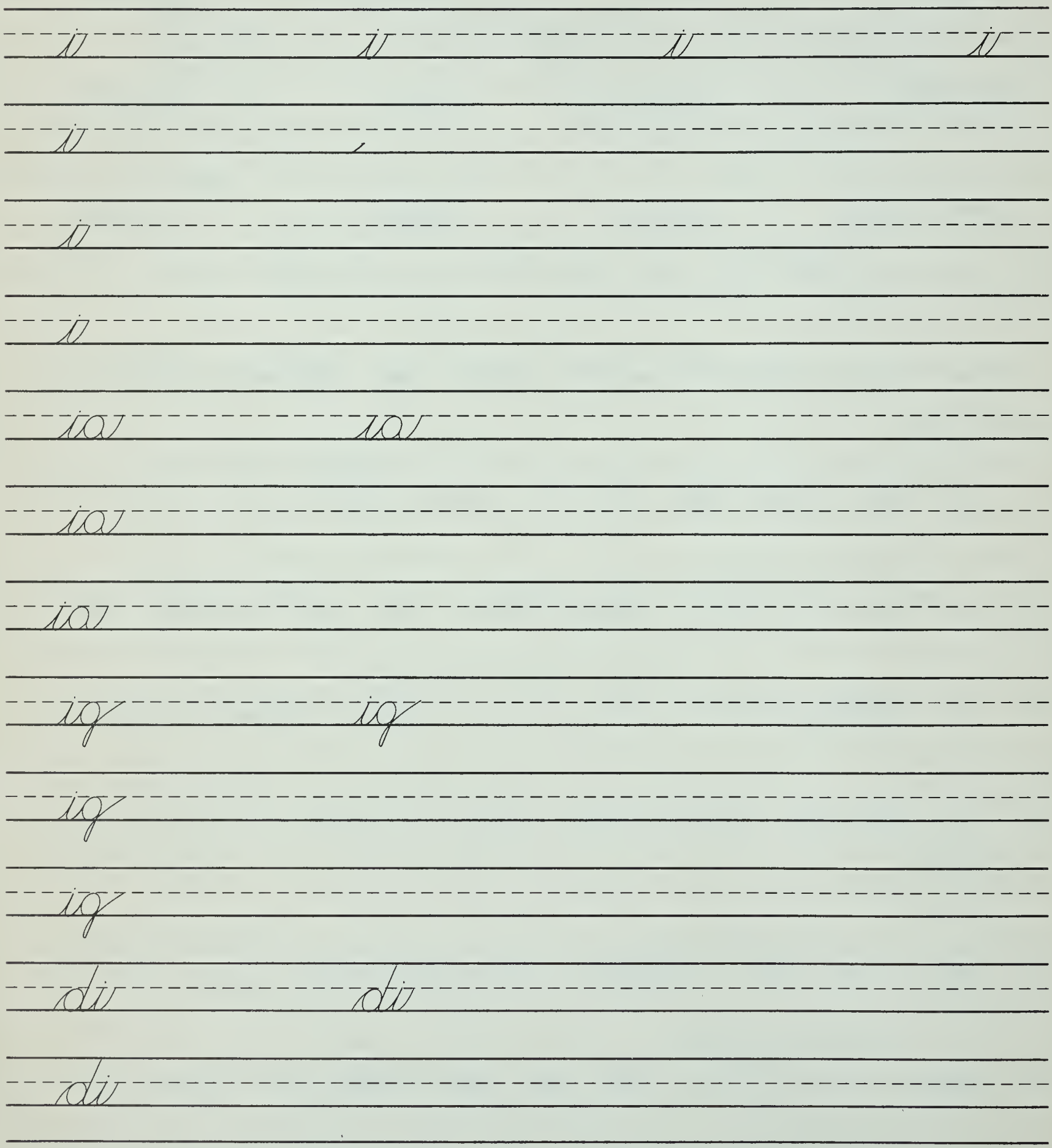
My name is _____

Trace and practice writing the letter and the joined letters.





Handwriting.

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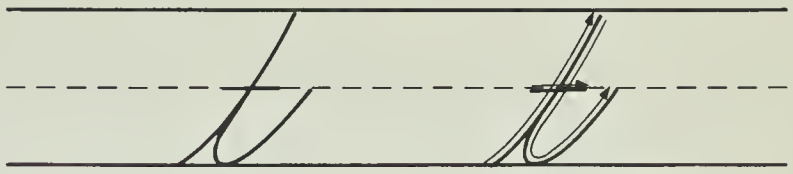
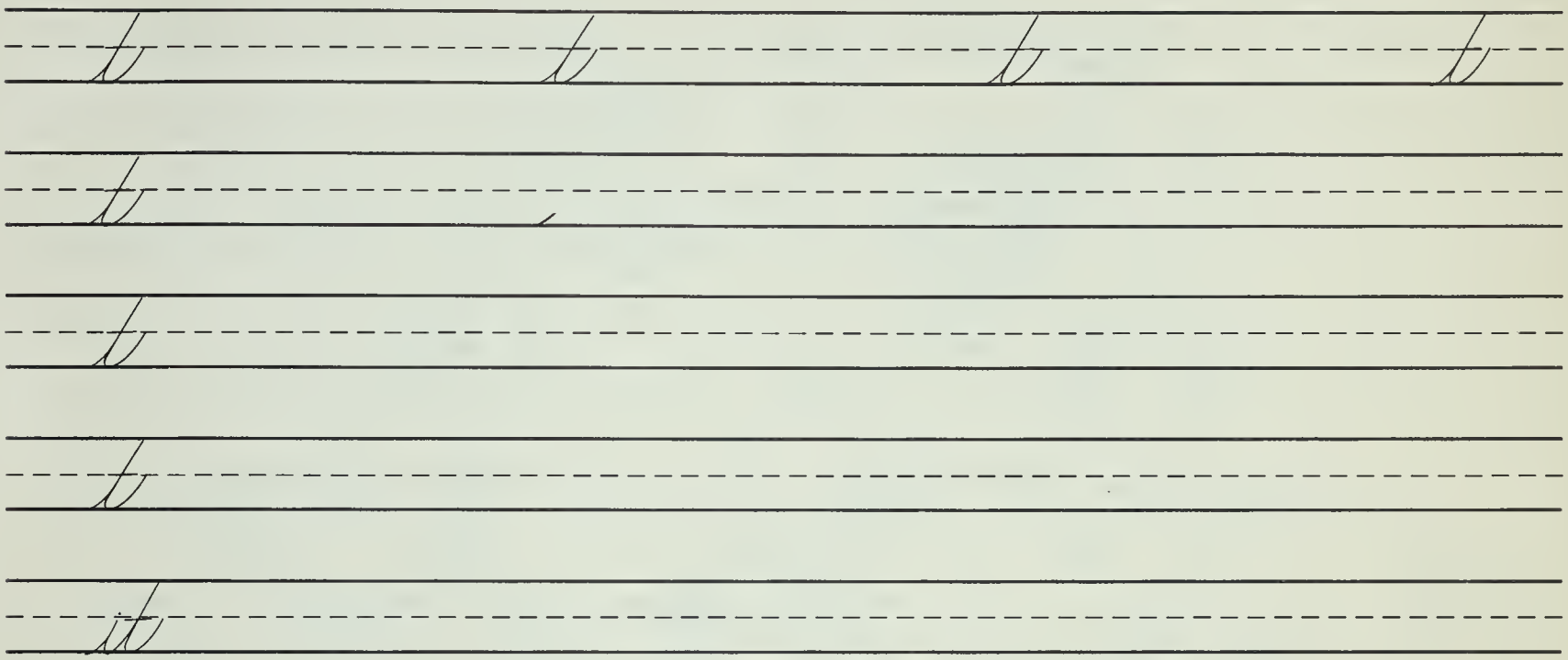
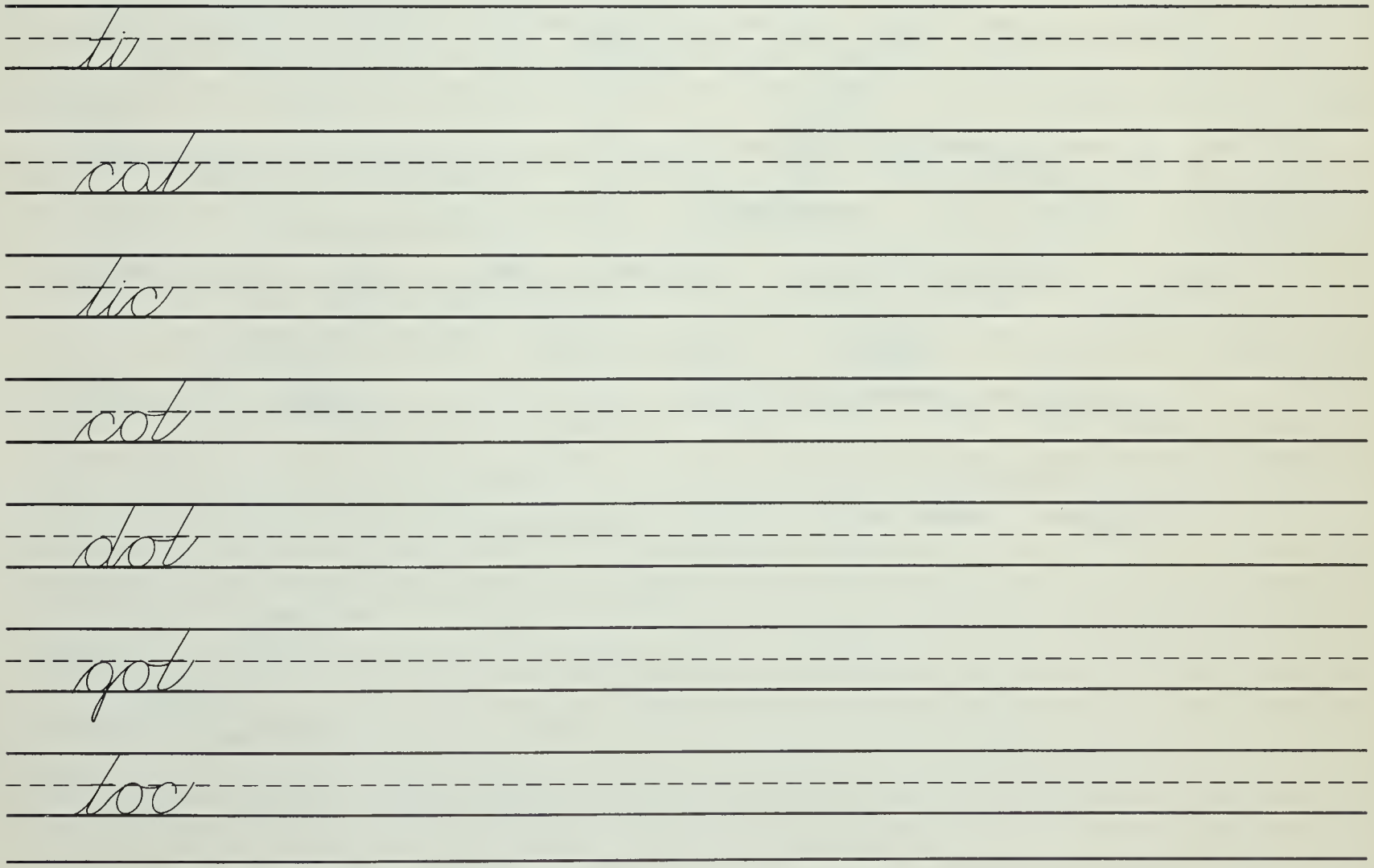
My name is _____

Trace and practice writing the letter and the joined letters.







Handwriting.

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My name is _____

Look at the picture. Think about describing Mr. Mugs to someone who has never seen him. What three things would you say about Mr. Mugs?

1. _____

2. _____

3. _____

Directed Writing.

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My name is _____

Here are some consonant clusters that come at the end of many words. Add one to the end of each unfinished word. Be sure the word you make belongs in the sentence.

nt nd st lt lk

1. Jane drank two glasses of mi_____.
2. Do you wa_____ to go to the park today?
3. That's the la_____ candy in the bag.
4. Stop when I say, "Ha_____. Who goes there?"
5. The wi_____ blew Don's kite high in the air.
6. Mom's new dress is made of blue si_____.
7. Did that bike co_____ very much?
8. Maria fou_____ a dime on the sidewalk.
9. If he doesn't get his own way, Bill will su_____.
10. Pat spe_____ all her money on a present for Daddy.
11. Have you seen my brown _____?

Phonemic Analysis: final consonant clusters *nt, nd, st, lt, lk*.

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My name is _____

Read each sentence and the key word in front of it. Draw a line under every word that has the same vowel sound as the vowel sound in the key word.

car Grandma is knitting a smart scarf of dark green yarn.

for Joe stood on the porch and blew his toy horn.

her That girl was the first person to see the ferns.

care Mom glared when Tim put a pair of shoes on the chair.

her I heard that the nervous worker lost his pet turtle.

care We stared at the beautiful fairy on the stairs.

Finish the sentences. Choose a word from the sentences above and print it on the line.

1. Little boy blue come blow your _____.
2. Put your _____ around your neck.
3. A little green _____ sat on a log.
4. Do you have a _____ godmother?
5. Mom planted _____ in her garden.

Phonemic Analysis: vowels influenced by *r*.

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My name is _____

Say each word softly to yourself. Listen for the number of parts or syllables in the word. Put the number beside the word.

famous	____	especially	____	swatter	____
inventor	____	pasture	____	affection	____
roost	____	tremendous	____	thieves	____
automatic	____	comfortable	____	poppies	____

Say each word softly to yourself. Listen to hear which syllable you say the hardest – with the most stress. Draw a line under that syllable.

batter	vanish	affection	uniform
machine	enjoy	balcony	information
invention	laundry	expect	automatic

These words all have a prefix or a suffix. Draw a line after the prefix or before the suffix in each word, to show how the word is divided into syllables.

rooster	reread	friendless
ahead	dirty	dislike
prepare	restful	bravest

Syllabication.

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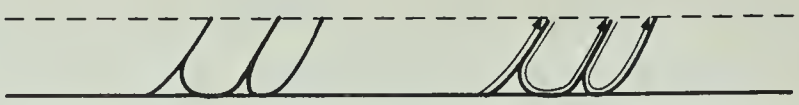
My name is _____

Trace and practice writing the letter and the joined letters.



w

w

w

w

w

w

w

w

w

w

aw

gw

cud

dug

iw

iw

Handwriting.

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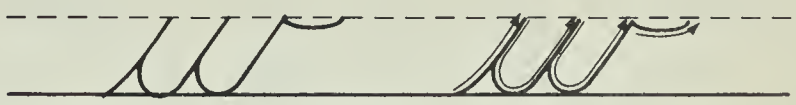
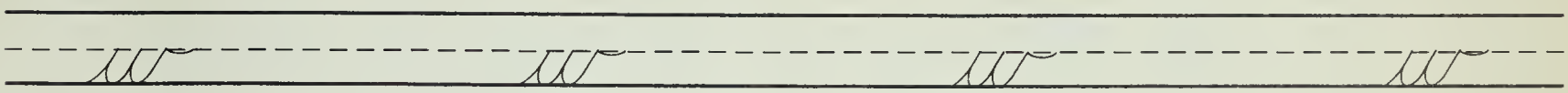
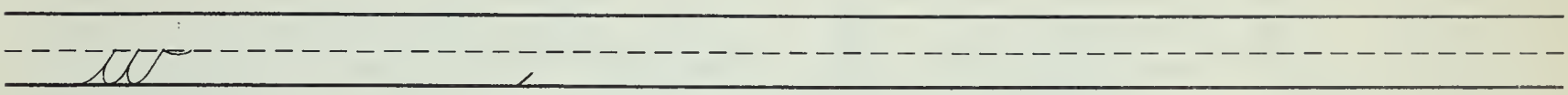
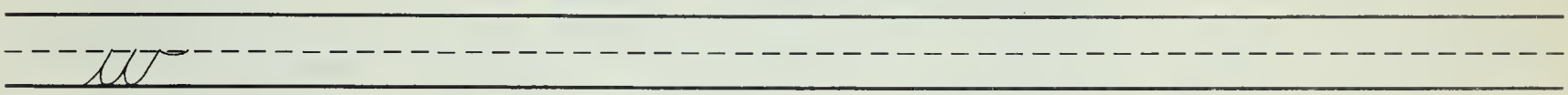
My name is _____

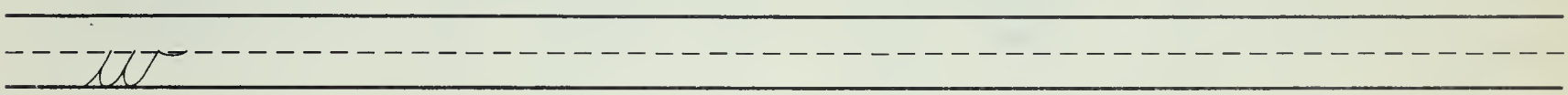
Trace and practice writing the letter and the joined letters.

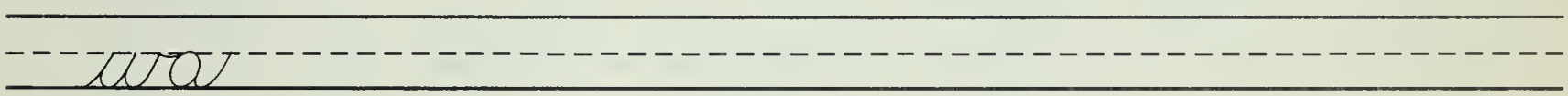


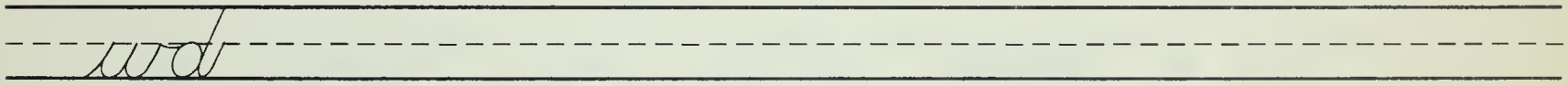


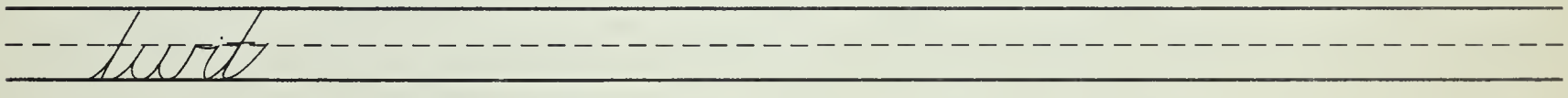


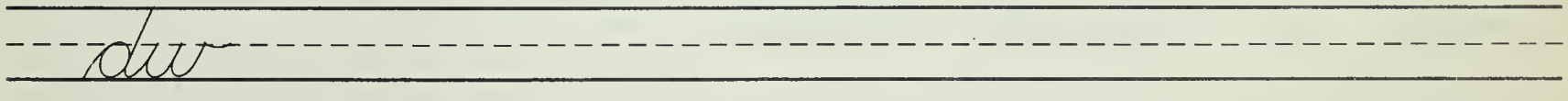


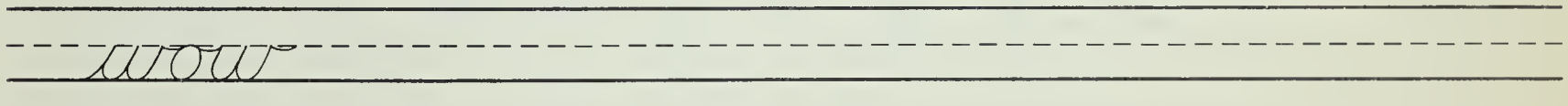


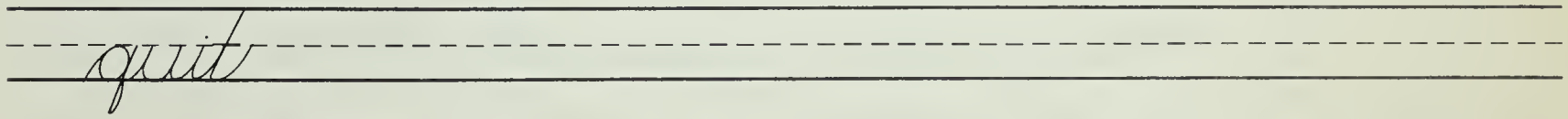


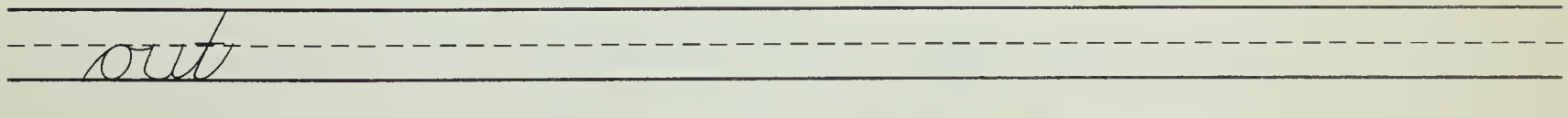












Handwriting.

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My name is _____

Look at the picture carefully. Decide how you would feel if you were the boy or girl walking into the room. Write about how you would feel and why you would feel that way.

If I had a *Surprise* birthday party, I would feel _____

I would feel this way, because _____

Directed Writing.

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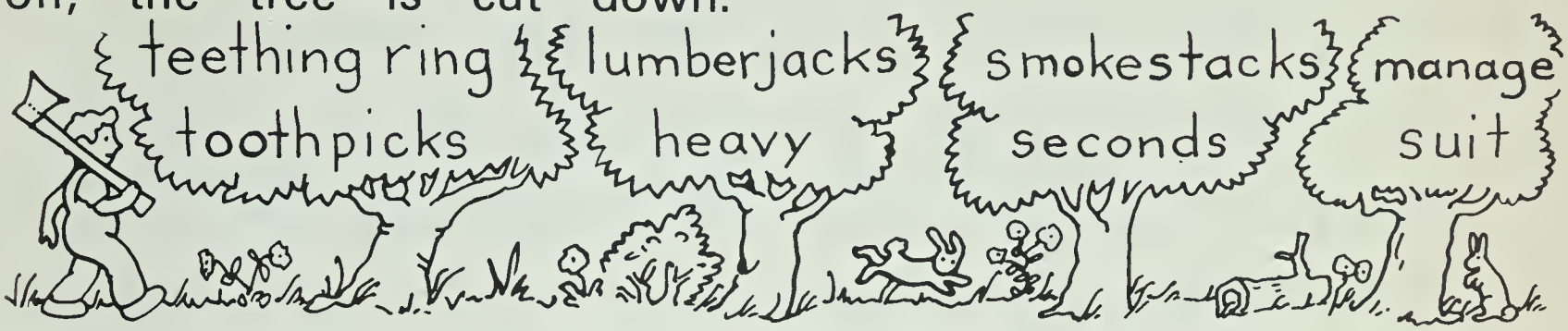
My name is _____

Help the Main John cut down trees. Find a word to complete each sentence. Print the word on the line and cross it off the tree. When all the words are crossed off, the tree is cut down.



1. John wore his new _____ to the party.

2. It will take only a few _____ to finish the job.

3. That package is too _____ to carry far.

4. The _____ work all day cutting down trees.

5. Smoke was pouring out of the tall _____.

6. Some people use _____ after they eat.

7. The baby was chewing on her _____.

8. Did you _____ to cut down all the trees?

Word Meaning: context clues.

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My name is _____

Say the key word in front of each sentence softly to yourself. Then draw a line under every word in the sentence that has the same vowel sound as the key word.

toy Roy enjoys stories about the royal family.

my Why did the sly spy try to fly that kite up in the sky?

oil We could hear the captain shout ahoy over the noise of the voices.

baby That is a pretty city but it's very busy.

toy John was annoyed when the meat was spoiled by too much oil.

baby The lady put on her furry jacket because she was chilly.

oil Mom boiled potatoes and broiled chicken legs for the boys.

Here are some consonant clusters that are often found at the end of words. Add one of them to the letters in each sentence to make a word that belongs in the sentence.

nk **pt** **ld** **mp** **lk**

1. We ke _____ two kittens and gave the others away.
2. How much mi _____ could the Main John drink?
3. Did you remember to tha _____ Grandpa for the book?
4. Don't forget to put a sta _____ on that letter.
5. I'd like to fly around the wor _____ some day.

Phonemic Analysis: correspondences /ī/y, /ē/y, /oi/oy, /oi/oi; final consonant clusters *nk, pt, ld, mp, lk.*

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My name is _____

Choose the right short form or contraction to finish each sentence. Print the word on the line.

I've	they'll	what's
you'd	won't	she'd

1. He asked, " _____ for dinner?"
2. She _____ play skipping anymore.
3. _____ got to go home right now.

Read each sentence below. Look at the two words with a line under them. How can two words be made into one short word? Print the short word on the line.

1. I am on my way home. _____
2. They are coming with me. _____
3. We have been to the park. _____
4. There is a new sliding board there. _____
5. I would like to go back tomorrow. _____

Structural Analysis: contractions.

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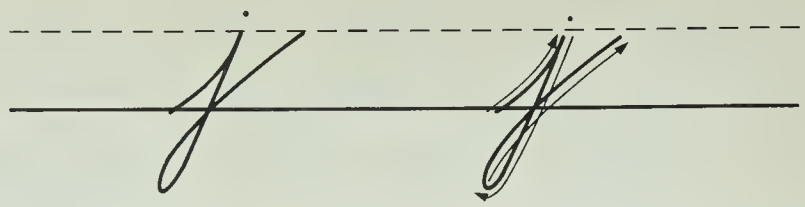
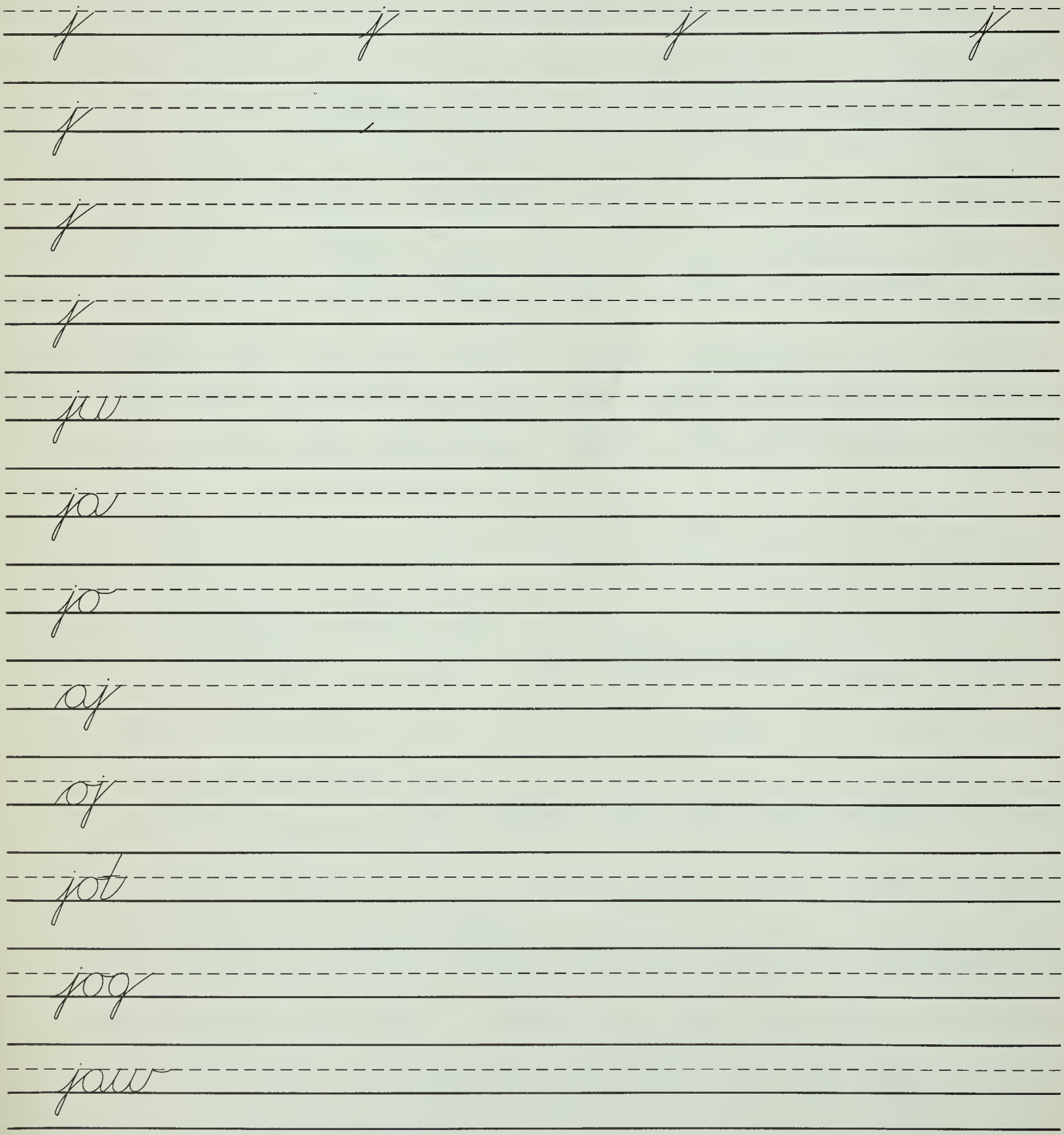
My name is _____

Trace and practice writing the letter and the joined letters.





Handwriting.

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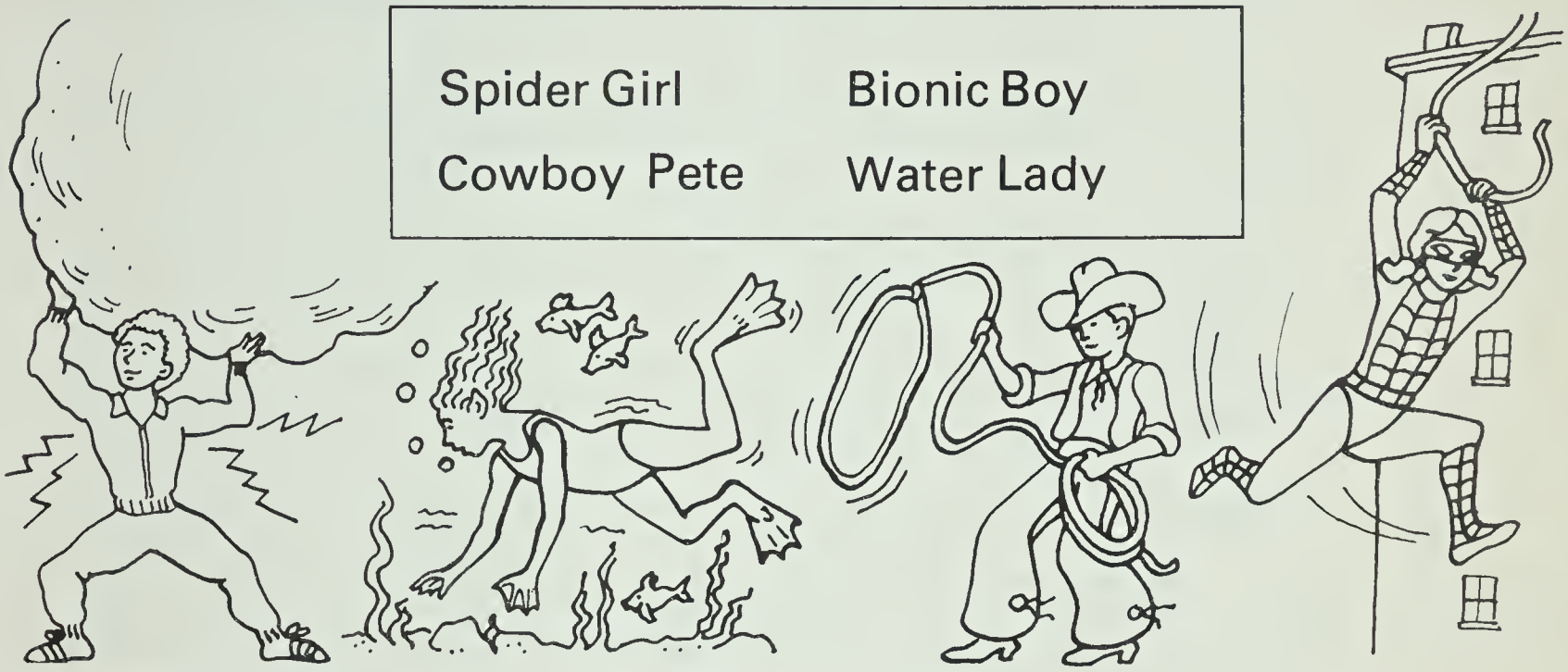
My name is _____

Look at the list of people. Then read the questions below. Choose one of the people and print a story about him or her on the next page answering these questions.

Spider Girl	Bionic Boy
Cowboy Pete	Water Lady



1. Who was your person?

2. Where did he or she live?

3. What happened just after he or she was born?

4. What unusual thing did he or she do when very young?

5. Who gave your person that name?

6. What unusual thing happened to make people realize that your person could never be called by a different name?

Directed Writing.

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My name is _____

Directed Writing.

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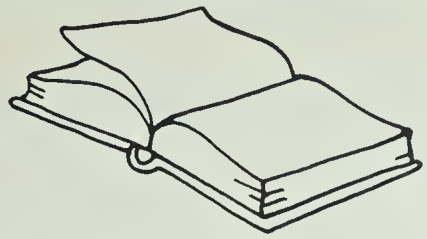
My name is _____

Draw lines from each picture to all the words that have the same vowel sound as in the names of the pictures.



soil

clue

blew

spoon

wool

joy

shook

flew

Use one of the words above to complete each sentence.

1. The detective found a good _____.

2. Mr. Mugs _____ himself after his bath.

3. Our garden has _____ for growing roses.

4. Grandma gave the baby a silver _____.

5. The plane _____ high above the clouds.

Phonemic Analysis: correspondences /oi/**oy**, /oi/**oi**, /ü/**oo**, /ü/**ew**, /ü/**ue**, /u/**oo**/Word Meaning: context clues.

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My name is _____

Show how these words should be divided into syllables. Draw lines between the syllables. One has been done for you.

weath/er

expect	joyless	amount
cupful	prepaid	snowy
notion	machine	ticket
summer	rooster	recall
unused	feather	batter
slowly	poppies	disown

Now divide these new words into syllables and say them to yourself. See if you can complete each sentence with the correct new word.

disgust suppose lonely attach fiction leather

1. Mr. Mugs felt _____ when the children were away.
2. Is that story true or is it _____ ?
3. She looked with _____ at the dirty house.
4. Please _____ your picture to your story.
5. Mom bought herself a warm _____ jacket.
6. Let's _____ that we're sailing on the ocean.

Syllabication/Word Meaning: context clues.

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My name is _____

Look at these words carefully. Then use the correct word to complete each sentence.

1. The grass is wet with _____.
2. If everybody knows about you, you are _____.
3. Ron wears a _____ at work.
4. Please _____ the hot chocolate.
5. That dog house was made _____ for Mr. Mugs.
6. My arm was sore right up to the _____.
7. Put the shirt in the top _____ of the dresser.
8. Mom takes only a small _____ of milk in her tea.
9. The first test was easy, but the _____ one was hard.

shoulder

amount

second

drawer

pour

especially

famous

dew

suit

Spelling/Word Meaning: context clues.

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My name is

Trace and practice writing the letter and the joined letters.

p p

p p p p

p

p

p

p

pa

po

pi

pu

ap

up

For further practice try these.

pig put gap top

dip paid up jp jig

Handwriting.

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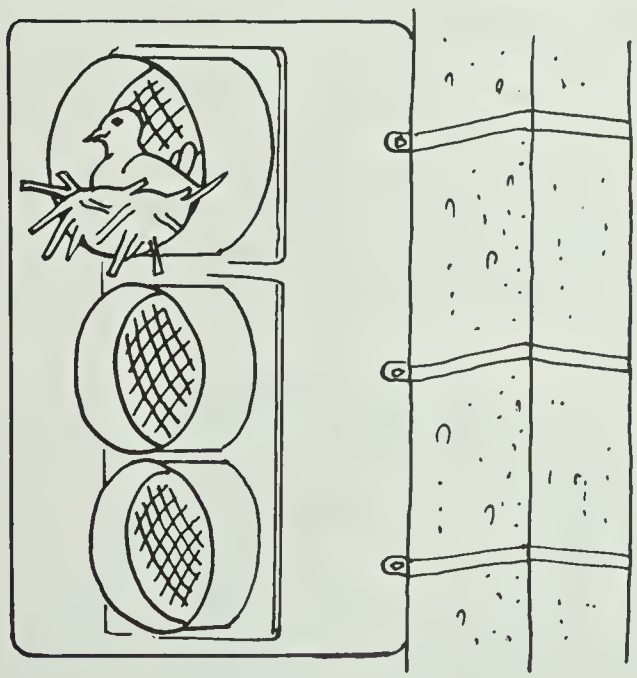
My name is _____

Look at the pictures carefully. Decide what is the best caption for each picture. Print the caption below the picture.



Directed Writing.

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My name is _____

Write a sensory poem on the lines. Choose words from the Word Bank or use any other words you like.

Word Bank:

sweet	melting	clear
fall-like	silver	crack
cold	white	colored
crunchy	noisy	creamy
icy	old	smooth
clean	dry	icy

Sight

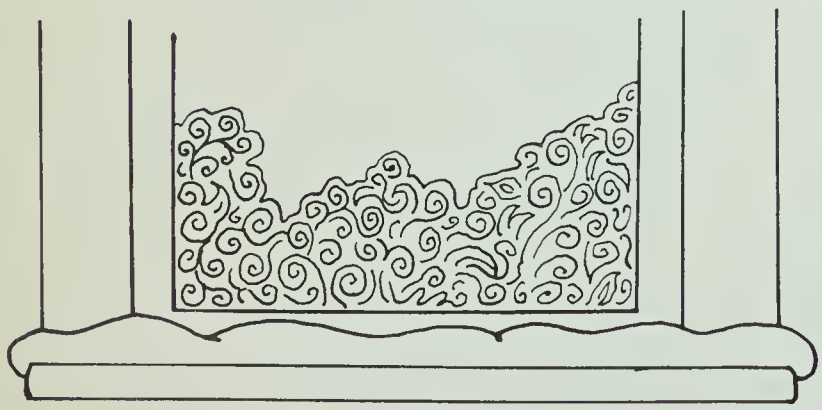
Hearing

Taste

Feeling

Smell

Title Frost



Leaves

Directed Writing.

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My name is _____

Read the two words after each sentence. If they mean the same, print *S* on the line between them. If they don't, print *No*. Try each word in the sentence to help you decide.

1. He will _____ come to the party.	probably likely
2. Don't _____ about the lost book.	worry fret
3. A _____ is soft and furry.	teddy bear baby doll
4. She is here _____.	already by this time
5. I _____ not to tell the secret.	promise may
6. Put a _____ on that bag.	label tag
7. Reggie had a stamp _____.	collection affection
8. Let's _____ we met a dragon.	suppose pretend
9. The two boys were _____.	wrestling boxing

Word Meaning: context clues.

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My name is _____

Add *wr* to the groups of letters below to make words. Say each word softly to yourself. Remember that *w* doesn't stand for a sound when it's in front of *r.*

ite	ens	y
ong	ap	eck
estle	ing	ist
ote	ack	ench

Now read each sentence below. Print the *wr* word that belongs in the sentence on the line.

1. Ira _____ a letter to his grandmother.
2. Some _____ built a nest in our bird house.
3. Jan's answer to the second question was _____.
4. Did you _____ your present in pretty paper?
5. Please _____ the water out of the dish cloth.
6. Dad gave Reggie a _____ watch.

Phonemic Analysis: correspondence /r/**wr**. Word Meaning: context clues.

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My name is _____

Add *dis, un, re,* or *pre* to the beginning of the word.

fair	write	pare
pay	like	easy
place	run	count

Add *tion, sion,* or *ion* to the end of the word or word part. Print the word you make on the line.

collect	_____	mo	_____
man	_____	miss	_____
sta	_____	direct	_____

Add *s* or *es* to the end of the words. Print the word you have made on the line.

label	_____	box	_____
worry	_____	cycle	_____
promise	_____	poppy	_____
match	_____	pass	_____

Structural Analysis: prefixes *dis, un, re, pre,* suffixes *tion, sion, ion,* plural endings.

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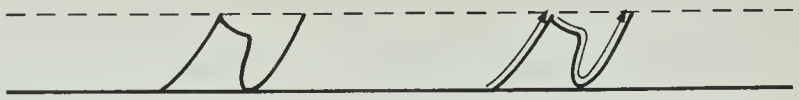
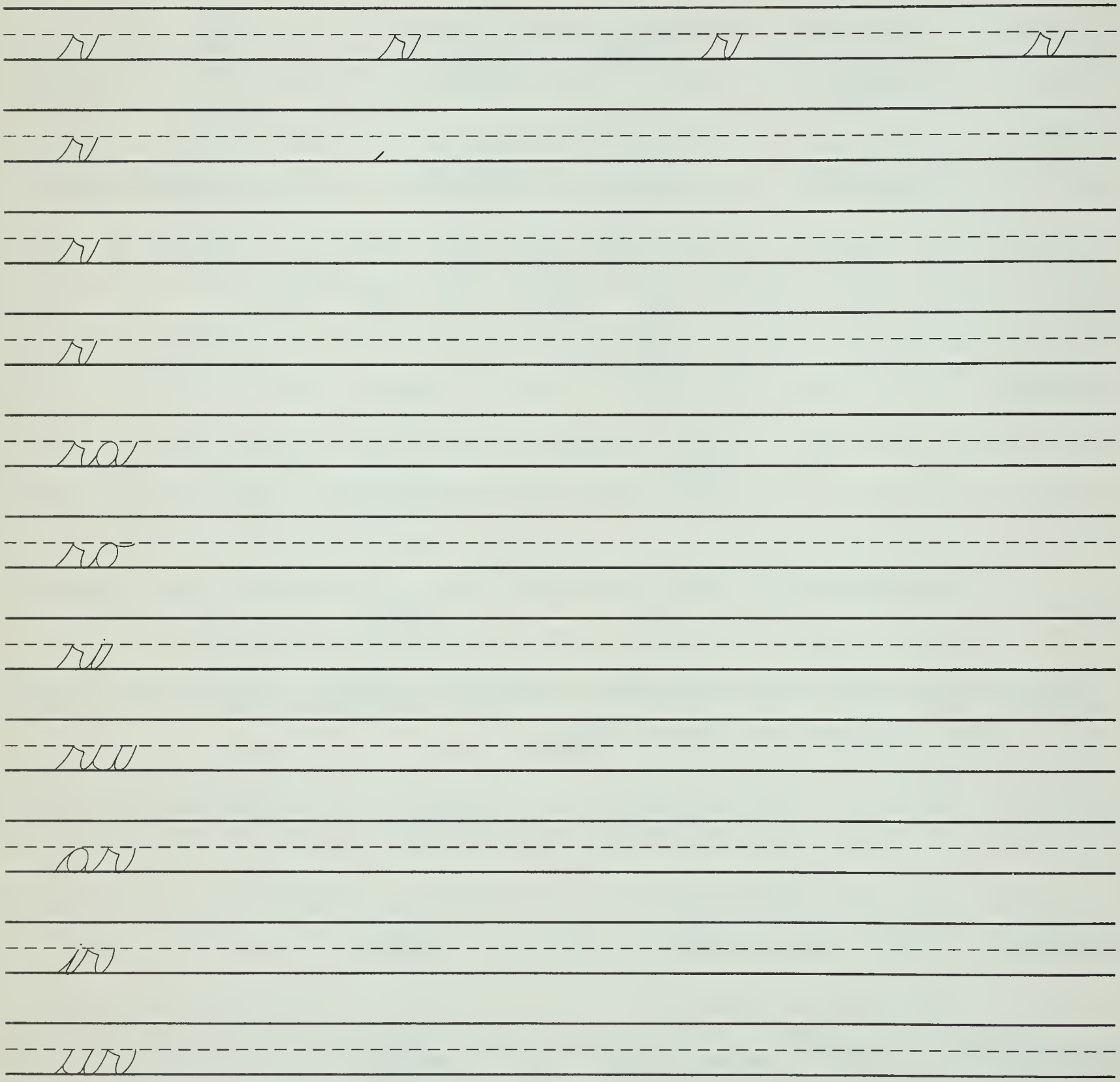
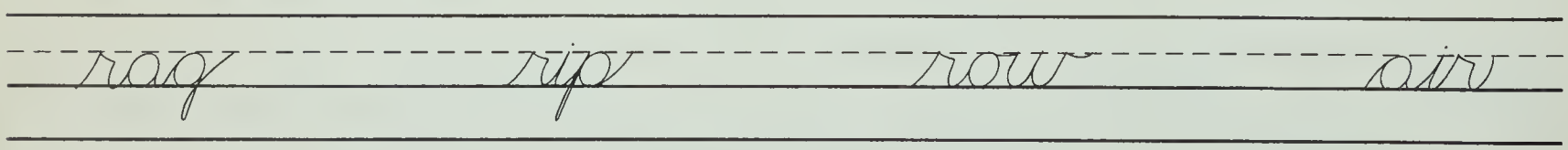
My name is

Trace and practice writing the letter and the joined letters.





For further practice try these.



Handwriting.

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My name is _____

Read the story below and the three possible endings. Choose the most suitable ending and print it on the lines below the story.

Susan and Liza had just bought two popsicles and were ready to eat them. Their friend Ann came along and said she had lost her dime and had no popsicle.

_____

_____

— Susan and Liza walked away and kept their popsicles to themselves.
— Susan and Liza gave Ann both their popsicles.
— Susan and Liza shared their popsicles with Ann.

Read the beginning of the story below and make up your own ending for it.

Curt and Jan wanted to do something for their mother for Mother's Day. They had only 50¢ between them and only two days to think of something to do.

_____

_____

_____

Directed Writing.

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My name is _____

Add *tch*, *ft*, or *sk* to the word parts. Be sure the words you make belong with the sentences.

1. Mom sewed a pa _____ on Randy's pants.
2. The boys le _____ the tent in a hurry.
3. A raccoon has a black ma _____ on its face.
4. The book about prospecting was a gi _____ from Grandpa.
5. They stopped to a _____ the prospector about the noises.
6. Can you light a campfire with one ma _____ ?
7. The mules jumped across the di _____ .

Read the word before each sentence. Then read the sentence and underline every word which has the same vowel sound as the key word. Circle the letters that stand for the sound.

paw Paul's pet hawk caught a mouse in its claws.
cause The exhausted outlaw crawled into the haunted cave.
boy The boy pointed to the noisy boiler.
oil Joy joined in the singing at the top of her voice.
paw Maria laughed at my drawing of a cat's teeth and jaw.
boy Roy uses buoyant soap and bath oil in his bath.

Phonemic Analysis: final consonant clusters *tch*, *ft*, *sk*; correspondences /o/**aw**, /o/**au**, /oi/**oy**, /oi/**oi**.

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My name is _____

Add *'s* or *'* to each underlined word to show that something or someone belongs to it.

1. Devil ___ Creek is not far from Dead Man ___ Gorge.
2. Randy put the rock for Dad ___ collection in Mike ___ pack.
3. The prospector ___ mules walked around the boys ___ tent.
4. The outlaws ___ ghosts haunted the valley ___ gold.
5. The wolves ___ howling frightened the boys.

Make the verb fit the sentence and print it on the line.

catch Randy _____ cold very easily.

stumble Mike _____ and nearly fell.

sit They were _____ in the shade.

worry Mom _____ about the boys.

cause They wondered what was _____ the noises.

point Mike _____ to the far ridge.

Structural Analysis: possessives; verb endings and irregular verb forms.

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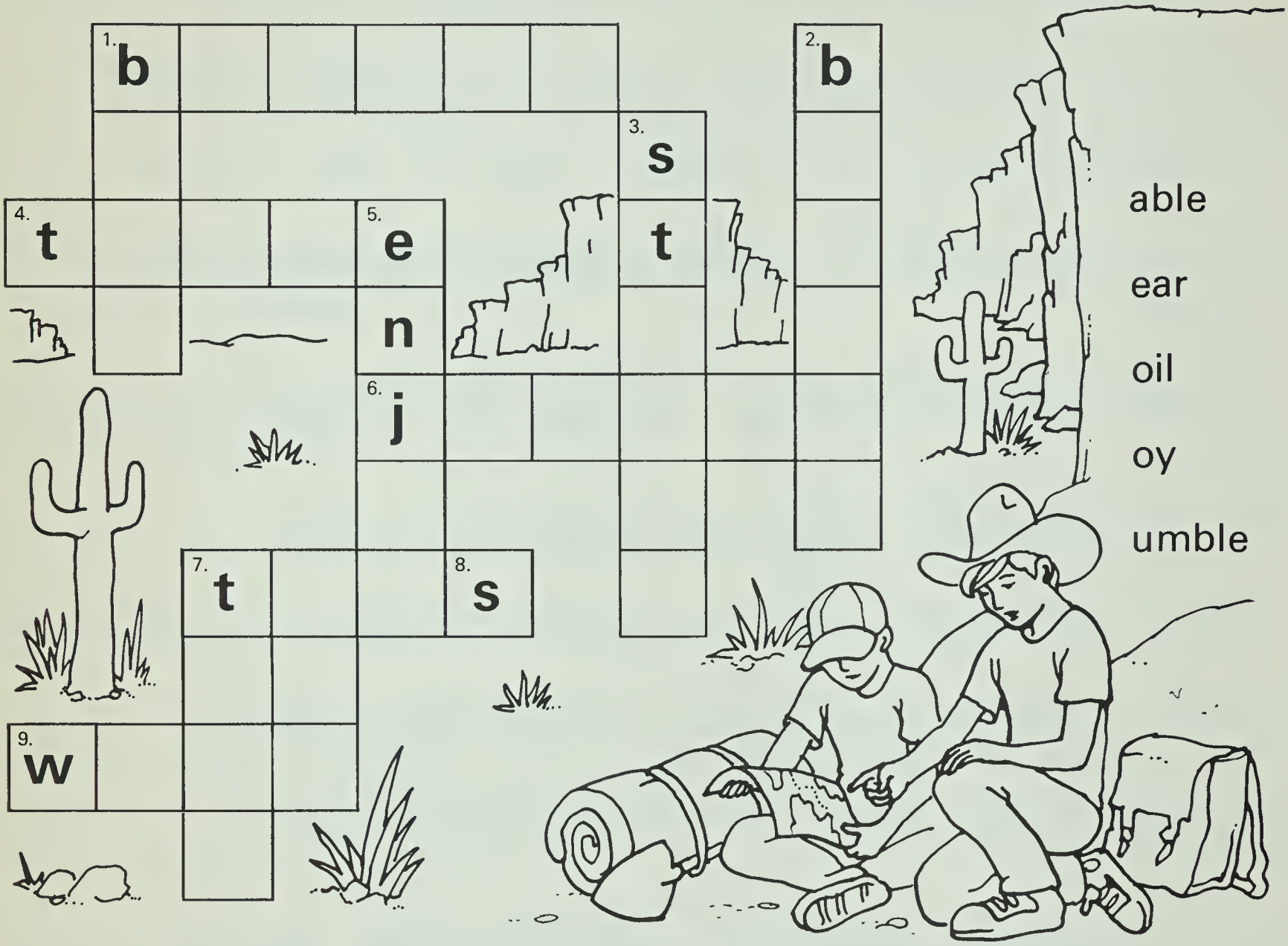
My name is _____

Read the sentence clues at the bottom of the page. Use the word parts on the right to help you finish the words in the puzzle.



Across

1. I heard the b____ bees hum.
4. Set the t____ for dinner.
6. Everything was in a j____ in the kitchen drawer.
7. Joe played with his t____.
9. What did you w____ to the party?

Down

1. Ira loved his teddy b____.
2. Mom b____ the eggs hard.
3. The horse was in the st____.
5. Did you enj____ your lunch?
7. Don't t____ that paper.
8. That's good s____ for growing potatoes.

Structural Analysis: graphemic bases/Word Meaning: context clues.

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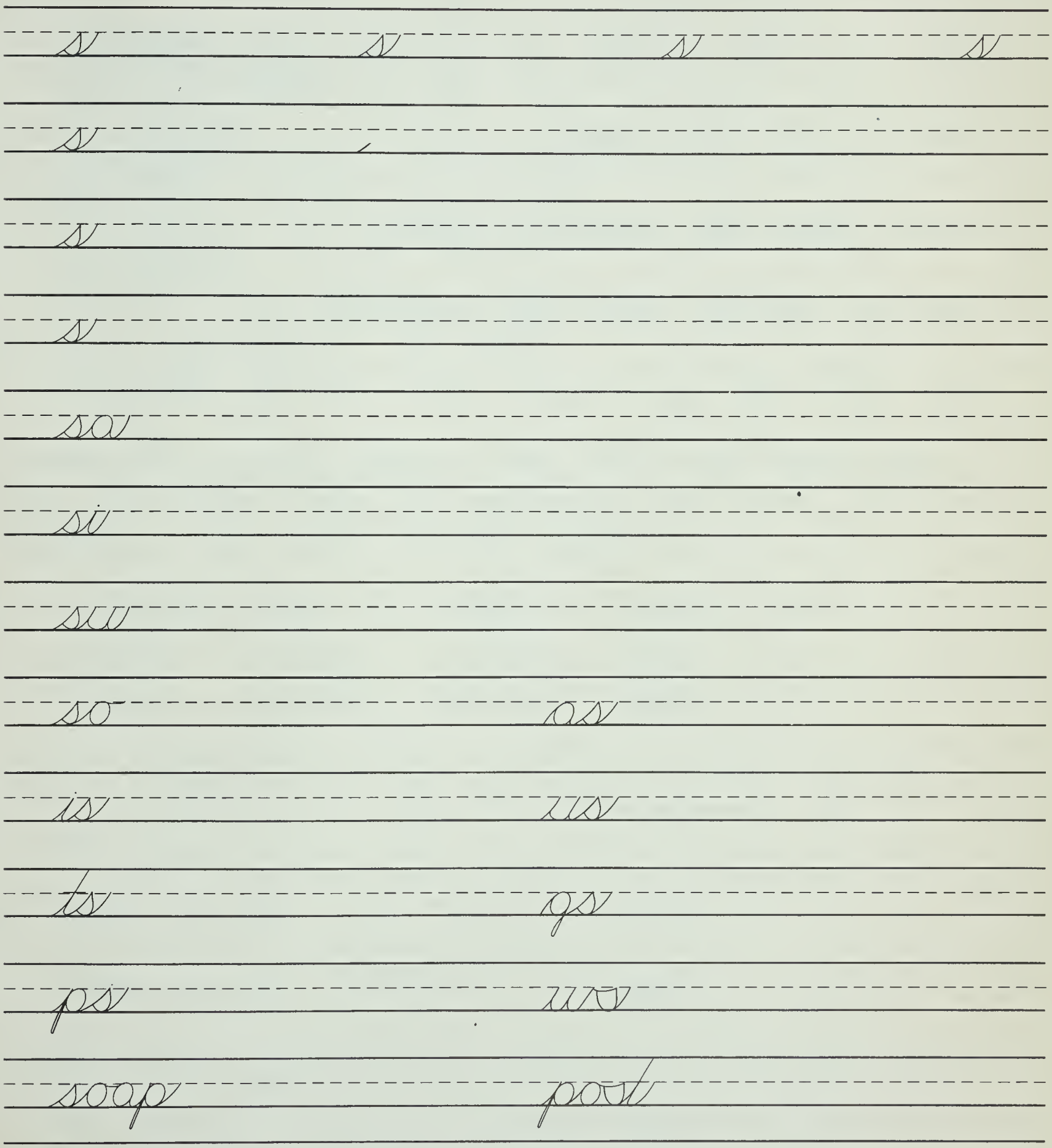
My name is _____

Trace and practice writing the letter and the joined letters.



Handwriting.

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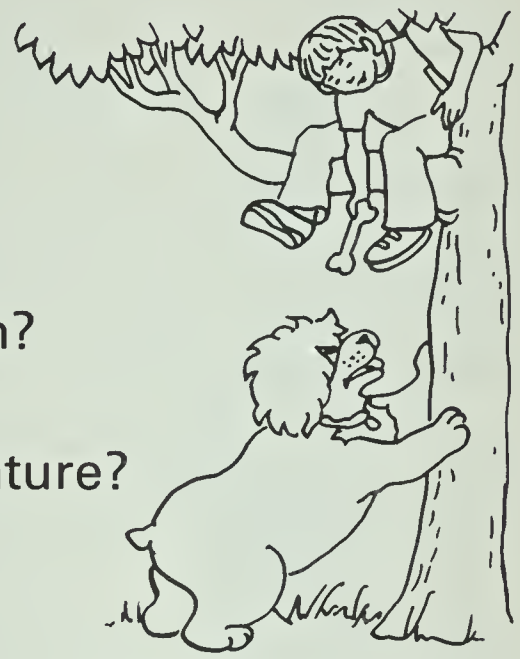
My name is _____

Study the picture carefully. Then print the story that the picture tells. Remember that a story should answer the questions below.



1. Who is in the story?

2. What is the adventure?

3. Where does the adventure happen?

4. What is exciting about the adventure?

5. How does the story end?

Directed Writing.

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My name is _____

Print *S* on the line after the pair of sentences if they have the same meaning. Print *O* if they have the opposite meaning.

1. She felt much affection for cats. ____
   She felt much love for cats. ____
2. We really enjoyed that movie. ____
   We really disliked that movie. ____
3. She was a famous painter. ____
   She was an unknown painter. ____
4. Don't stumble on the steps. ____
   Don't trip on the steps. ____

Read the words below. Then find the words that will give these pairs of sentences the same or opposite meanings. Print them in the sentences.

covered	open	ridge	gorge
almost	nearly	couple	pair
rouge	smooth	damage	harm

1. The storm did a lot of _____ to the crops
   The storm did a lot of _____ to the crops.
2. That's a very _____ road.
   That's a very _____ road.
3. We were _____ home when the crash happened.
   We were _____ home when the crash happened.

Word meaning: context clues.

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My name is _____

Read each sentence and think about the underlined words. If a word begins with *wr* as in *write*, print it under the picture. If it begins with *w* as in wings, put it under the picture. If it begins with *r* as in *rose,* print it under the picture.

1. Please wrap the roast in waxed paper
2. Mike was wrestling with Randy.
3. I wrote a letter to Grandma on Wednesday.
4. The wrens went south for the winter.
5. The first answer was right. The rest were wrong.

Phonemic Analysis: correspondence /r/wr.

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My name is _____

Say each word softly to yourself. Listen for the number of syllables or parts in the word. Put the number on the line beside the word.

already	____	caused	____	especially	____
expedition	____	pointed	____	stumble	____
gorge	____	swirled	____	prospectors	____
shovel	____	radio	____	comfortable	____

Say each word softly to yourself. Listen to hear which syllable or part you say the hardest — with the most stress. Draw a line under that syllable.

desert	radio	prospector	suppose
canteen	indeed	gravel	automatic
exhausted	compass	energy	stumble

Now show how these words should be divided into syllables. Draw a line between the syllables.

trouble	handlebars	prefer	housekeeper
expect	nation	stumble	joyless
worthwhile	compass	dewy	uncut

Syllabication.

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My name is _____

Work with a partner. One of you will be Player A and the other will be Player B. Each player must cover the other player's list of words with a sheet of paper.

Player A reads the first word on the "A" list for Player B to spell. If Player B spells it right, put an X in the "B Yes" box. Next, Player B reads the first word on the "B" list for Player A. Put an X in the "A Yes" box if Player A spells it right. Keep taking turns this way until all the words have been spelled.

Player A's List	A Yes	B Yes	Player B's List
famous	☐	☐	shoulder
amount	☐	☐	drawer
cable	☐	☐	pour
soy	☐	☐	table
especially	☐	☐	suit
suppose	☐	☐	mumble
soil	☐	☐	dew
crumble	☐	☐	promise
echo	☐	☐	cover
bear	☐	☐	interested
second	☐	☐	piece

How many words did you get right _____ ?

Spelling.

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My name is _____

Trace and practice writing the letters and the joined letters.

u

t

w

w

y

p

r

s

q

o

p

word post

Handwriting.

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My name is _____

Trace and practice writing the joined letters.

id

qi

to

ui

wit

oj

paid up

air

our

word

sour

cost

Handwriting.

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My name is _____

Look at the sentences in the box and see how the mistakes have been corrected. Read the sentences below and correct the mistakes in them. Then reprint the sentences making the changes you have marked.

> She said, "~~m~~y red ~~A~~pple is very ~~juissy.~~
> M a juicy
> Would you like some?"
> ^

Mario asked Diane, "would you like to play on hour Baseball teem. We need someone to play third Base "

Directed Writing.

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My name is _____

Choose the right word to finish each sentence. Print the word on the line.

1. The room was lighted by colorful _____.	lanterns ladders
2. A silver moon _____ brightly in the sky.	shore shone
3. The boy was _____ without his friends.	lovely lonely
4. Maria _____ Jane to her friends.	introduced interested
5. Mom went to the beauty _____.	parking parlor
6. It's too _____ yet to go to the show.	easily early
7. The boy gazed at the _____.	heavens heavenly

Word Meaning: context clues.

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My name is _____

Print the correct word that answers each question.

blew	clues	moon	good
chew	glue	hoot	brook

1. What do detectives look for? _____ _____
2. What did the wind do? _____ _____
3. What do owls do? _____ _____
4. What is the opposite of *bad*? _____ _____
5. What do you do with gum? _____ _____
6. What do you use to stick things together? _____ _____
7. What shines in the night sky? _____ _____
8. What is a stream? _____ _____

Say each word you have made softly to yourself. If you hear the same vowel *sound* as in *shoot*, print *shoot* beside it. If you hear the sound as in *book*, print *book.*

Phonemic Analysis: correspondences /ü/**oo**, /ü/**en**, /ü/**ue**, /u/**oo**.

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My name is _____

Circle the suffix in each word and print the root word on the line beside it.

lateness	_____	greediness	_____
fineness	_____	fatness	_____
ugliness	_____	madness	_____

Use some of these words to complete the sentence below.

braveness	cosiness	swiftness	dryness
cleverness	greenness	nearness	coolness
blueness	fairness	crossness	wickedness

1. The _____ of the grass made the lawn beautiful.
2. The _____ in the air is hard on the skin.
3. The boy's _____ made him a hero.
4. I felt chilly in the _____ of the night air.
5. Mary loves the _____ of the sky in the fall.
6. Her mother's _____ made the little girl cry.

Structural Analysis: suffix *ness*/Word Meaning: context clues.

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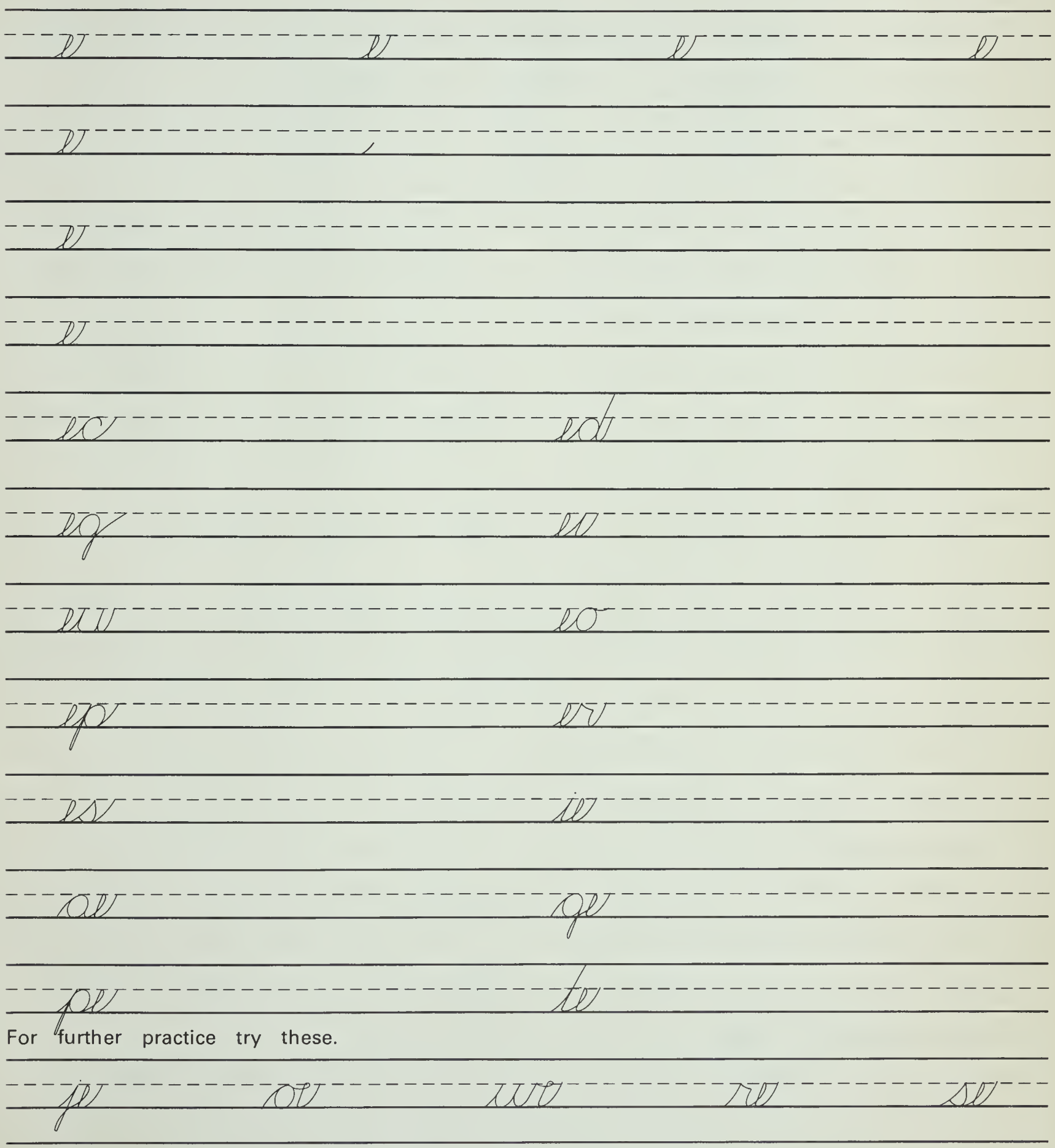
My name is _____

Trace and practice writing the letter and the joined letters.



For further practice try these.

Handwriting.

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My name is _____

Trace and practice writing the letter and the joined letters.

l *l*

l *l* *l* *l*

l

l

l

la *li*

lu *lo*

lt *lp*

lw *lr*

ls *al*

il *ul*

el *le*

For further practice try these.

ot *pt* *wt* *rt* *st*

Handwriting.

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My name is _____

Make poems on your feelings about night. Use the words in the Word Bank to help you.

Word Bank:				
	light	frightening	bright	dark
	shining	lonely	scary	black
	white	fun	pink	yellow
	black	cold	warm	exciting

I like night

I don't like night

Think of something else that you like. Think of something you don't like. Using your own words, make poems about these two things.

I like _____

I don't like _____

Directed Writing.

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My name is _____

In each sentence there is a word with the letter *ou* in it underlined. If the *ou* stands for the same sound as *u* does in *cup,* print *cup* on the line. If it stands for the sound *oo* does in *moon,* print *moon.* If it stands for the sound *ou* does in *cloud,* print *cloud.*

cup

moon

cloud

_____ 1. A gr<u>ou</u>p of people came to see the school.

_____ 2. We are very pr<u>ou</u>d of our classroom.

_____ 3. Pinocchio was always getting into tr<u>ou</u>ble.

_____ 4. Geppetto worried ab<u>ou</u>t his marionette.

_____ 5. The puppet was in danger a c<u>ou</u>ple of times.

_____ 6. He w<u>ou</u>ldn't listen to sound advice.

_____ 7. What r<u>ou</u>te did he take to the theater?

_____ 8. The y<u>ou</u>ng puppet was glad to get home.

_____ 9. How good that hot s<u>ou</u>p tasted!

Phonemic Analysis: correspondences /ou/**ou**,/u/**ou**,/ü/**ou**

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My name is _____

Print the missing words to answer each clue.

tongue	frog	gumdrop	jig	guess
guest	guard	league	gun	rogue

1. This is a candy. _____
2. This is someone who visits you. _____
3. This is in your mouth. _____
4. This is a dance. _____
5. This is a bad person. _____
6. This creature jumps. _____
7. You shoot with this. _____
8. You do this to a riddle. _____
9. This is the name for a group of hockey or baseball teams. _____
10. This person takes care of or watches over things. _____

Phonemic Analysis: correspondences /g/**g**, /g/**gu**, /g/**gue**.

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My name is _____

Read each sentence and the word after it. Add one of the suffixes from the box to the word so that it will make sense in the sentence. Print it on the line in the sentence. Remember some words change their spellings with certain endings.

er	est	ly	y	ful	less	tion	ness

1. Pinocchio's _____ made Geppetto suffer. **rude**
2. Pinocchio ran _____ down the street. **quick**
3. Fire Eater, the manager, had great _____ hands. **hair**
4. Pinocchio was the _____ puppet in the world. **funny**
5. He was so _____ it was easy to fool him. **trust**
6. The cat's _____ was only a trick. **blind**
7. Pinocchio felt _____ as the thieves chased him. **hope**
8. He ran in the _____ of the cottage. **direct**
9. How _____ he was to get to the fairy! **thank**

Structural Analysis: suffixes.

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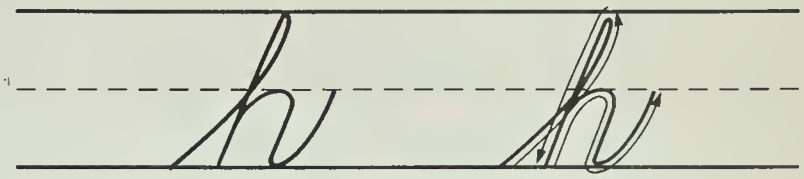
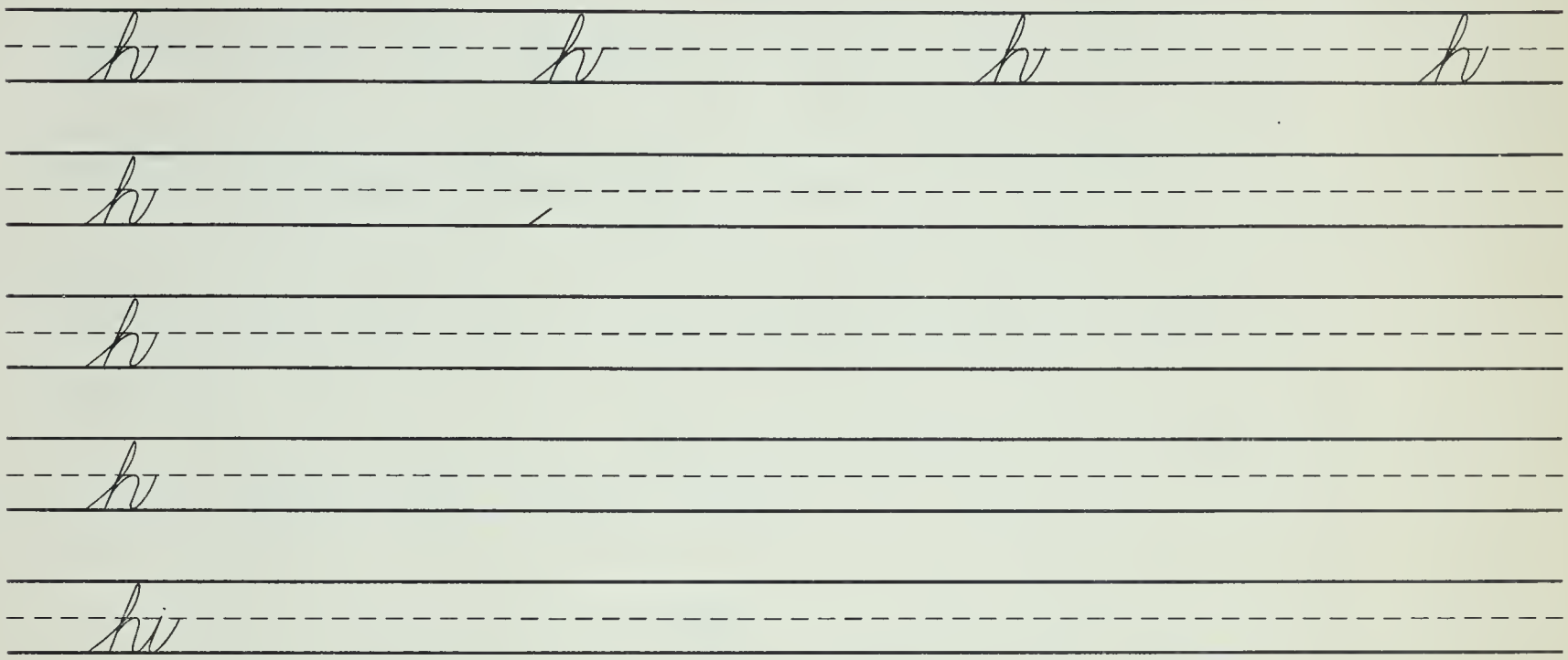
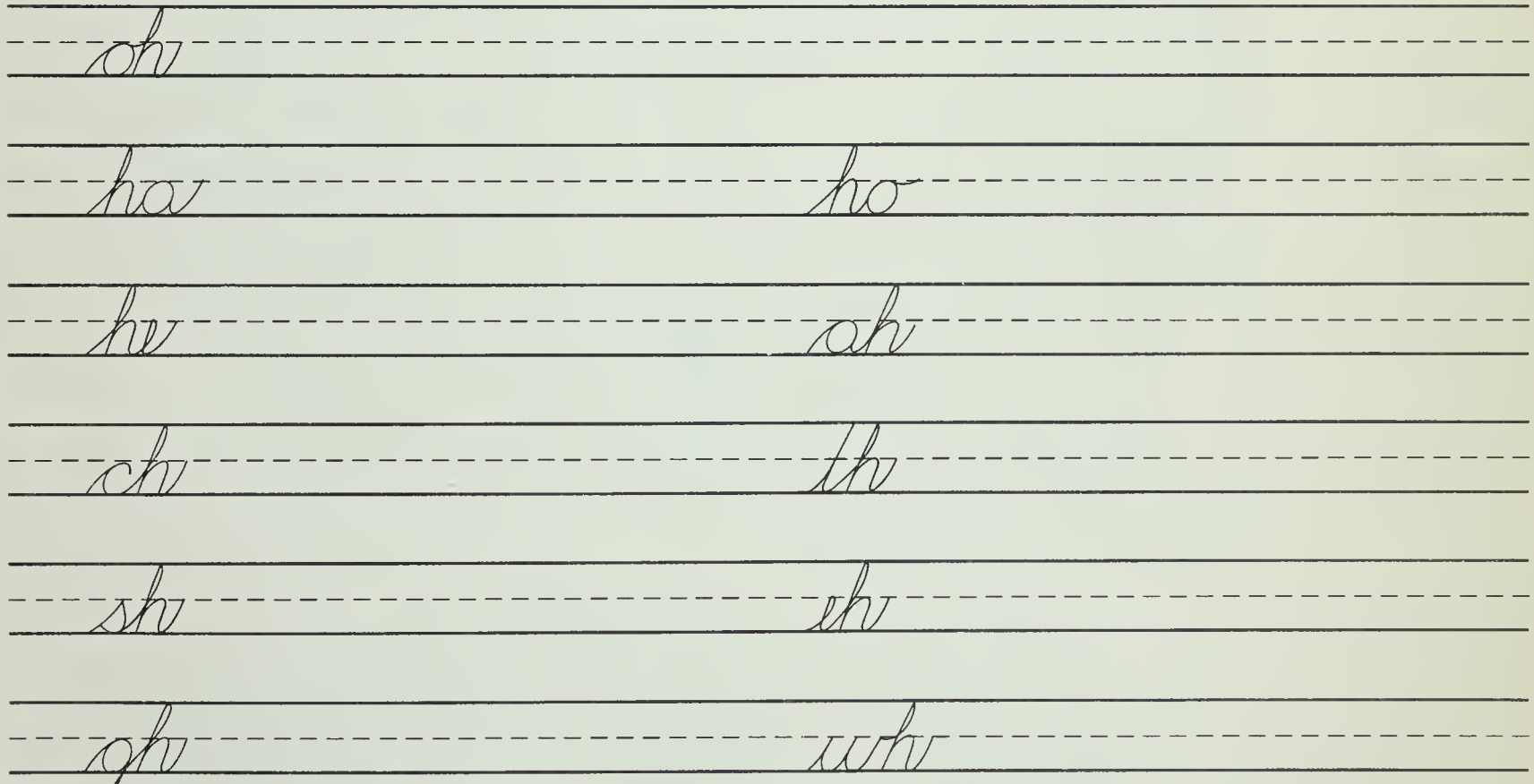
My name is _____

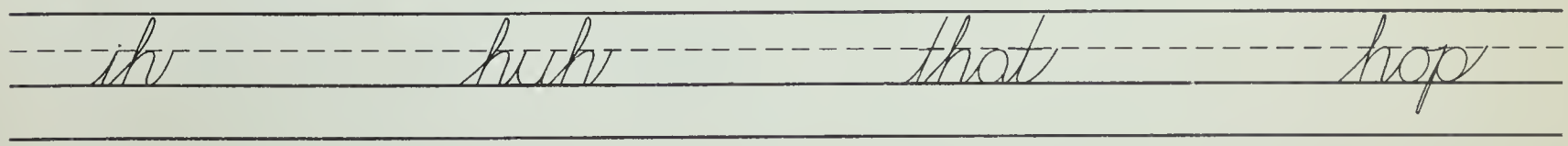
Trace and practice writing the letter and the joined letters.







For further practice try these.



Handwriting.

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My name is _____

Trace and practice writing the letter and the joined letters.

k k

k k k k

k

k

k

ka ki

ku ke

ko kr

ak ik

uk ek

ok quack

book like

duke keg

Handwriting.

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My name is _____

Read the questions and the beginning of the adventure story. Finish the story making sure you answer these questions.

1. Who is in the story?

2. What is the adventure?

3. What is exciting or dangerous about the adventure?

4. How does the story end?

Pinocchio ran as fast as he could from the thieves. He came to a forest. In the middle of the forest he saw a haunted house. He ran up to the door. It was open. As he went inside . . . . . .

Directed Writing.

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My name is

Directed writing.

© Copyright, 1978, Ginn and Company. All rights reserved.

My name is _____

Find all the words with *s* in them. If *s* stands for sound you hear in *yes*, print *s* above the letter. If *s* stands for the sound you hear in *was*, print *z* above the letter.

1. Sam sat opposite me on the bus.
2. I didn't make a noise because I was too busy.
3. I suppose we'll have soup and cheese and crackers for supper.

Find all the words with *c* in them. If *c* stands for the sound you hear in *can*, print *k* above the letter. If *c* stands for the sound you hear in *city*, print *s* above the letter.

4. Notice the fantastic carving on the palace balcony.
5. The captain had carrots and ice cream.
6. The detective found a piece of candy by the fence.

Find all the words with *g* in them. If *g* stands for the sound you hear in go, print *g* above the letter. If *g* stands for the sound you hear in page, print *j* above the letter.

7. A week ago the manager saw a huge giant in the garage.
8. I guess Geppetto used magic to get the puppet home again.
9. The hero showed great courage in going after the dragon.

Phonemic Analysis: correspondences /s/s/z/s,/k/c,/s/c,/g/g/j/g.

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My name is _____

Say each word softly to yourself. Listen to the vowel sound in the word or in the first syllable of the word.

wash	want	talk	almost
swan	watch	also	ball

What is the same in these words?

Now see if you can read these words and print each one in the sentence where it belongs.

wallet wand wasp alter bald false

1. The fairy waved her magic _____.

2. Is that story true or _____?

3. Have you ever been stung by a _____?

4. Mom gave Jan a _____ with a dollar bill in it.

5. The tailor will _____ the suit to fit Dad.

6. That man hasn't much hair. He's almost _____.

Phonemic Analysis: correspondences /o/**a before l**, /o/**a after w**/
Word Meaning: context clues.

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My name is _____

Match the words on the two sides of the box to make compound words. Print the words you make on the lines.

music	drops
dew	shovel
dish	box
snow	case
suit	washer

_____

_____

_____

_____

_____

Now print each compound word you have made in the sentence where it belongs. Read each sentence again to be sure the compound word makes sense in it.

1. I have a _____ that plays a pretty tune.
2. Pack your clothes in your new _____.
3. Pat helped stack the dishes in the _____.
4. The _____ on the grass shone in the sunlight.
5. Dad uses a big _____ to clean the driveway.

Structural Analysis: compound words/Word Meaning: context clues.

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My name is _____

Trace and practice writing the letter and the joined letters.

b b

b b b b

b

b

b

ba

br

ob

bv bw

bo bf

pb eb

For further practice try these.

bc be ab db ib

ub rb sb wb

Handwriting.

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My name is _____

Read the sentence. Find the words that tell who is speaking. Print the question. Then make up an answer for the question. Remember to use the right punctuation for your sentences.

Curt asked Pat what game she liked to play best.

Question _____

Answer _____

Pat asked Curt what food he liked best.

Question _____

Answer _____

Directed writing.

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My name is _____

Choose the right word to complete each sentence. Print the word on the line.

freight	playmates	weights
trade	neighbors	reins
veil	weighed	eight

1. Phaeton took hold of the _____ and the horses ran.
2. The strong man can lift very heavy _____.
3. Jan introduced her new friend to her _____.
4. Some new _____ moved into the house next door.
5. The bride had a beautiful lace _____.
6. I'll _____ you my toy car for that stamp.
7. We counted the cars on a long _____ train.
8. Mom _____ me to see how many pounds I'd gained.
9. Pam had _____ candles on her birthday cake.

Phonemic Analysis: correspondences /a/**ei**, /a/**eigh**/ Word Meaning: context clues.

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My name is _____

Draw a line between the syllables of each word. Use the syllables to help you decide what the word is. Then print the word after the riddle it answers.

jingle	pencil	twinkle	trickle	puddle
ankle	waffle	member	fender	bundle

1. I am a very small stream. _____

2. I am the sound little bells make. _____

3. I am a small pool of water. _____

4. I am something good to eat. _____

5. I am a package. _____

6. I am what stars do in the sky. _____

7. I come between the foot and the leg. _____

8. You use me when you print. _____

9. I am someone who belongs to a group or club. _____

10. I am part of a car. _____

Syllabication: dividing words with two and three medial consonants; applying syllabication in decoding words/Word Meaning: context clues.

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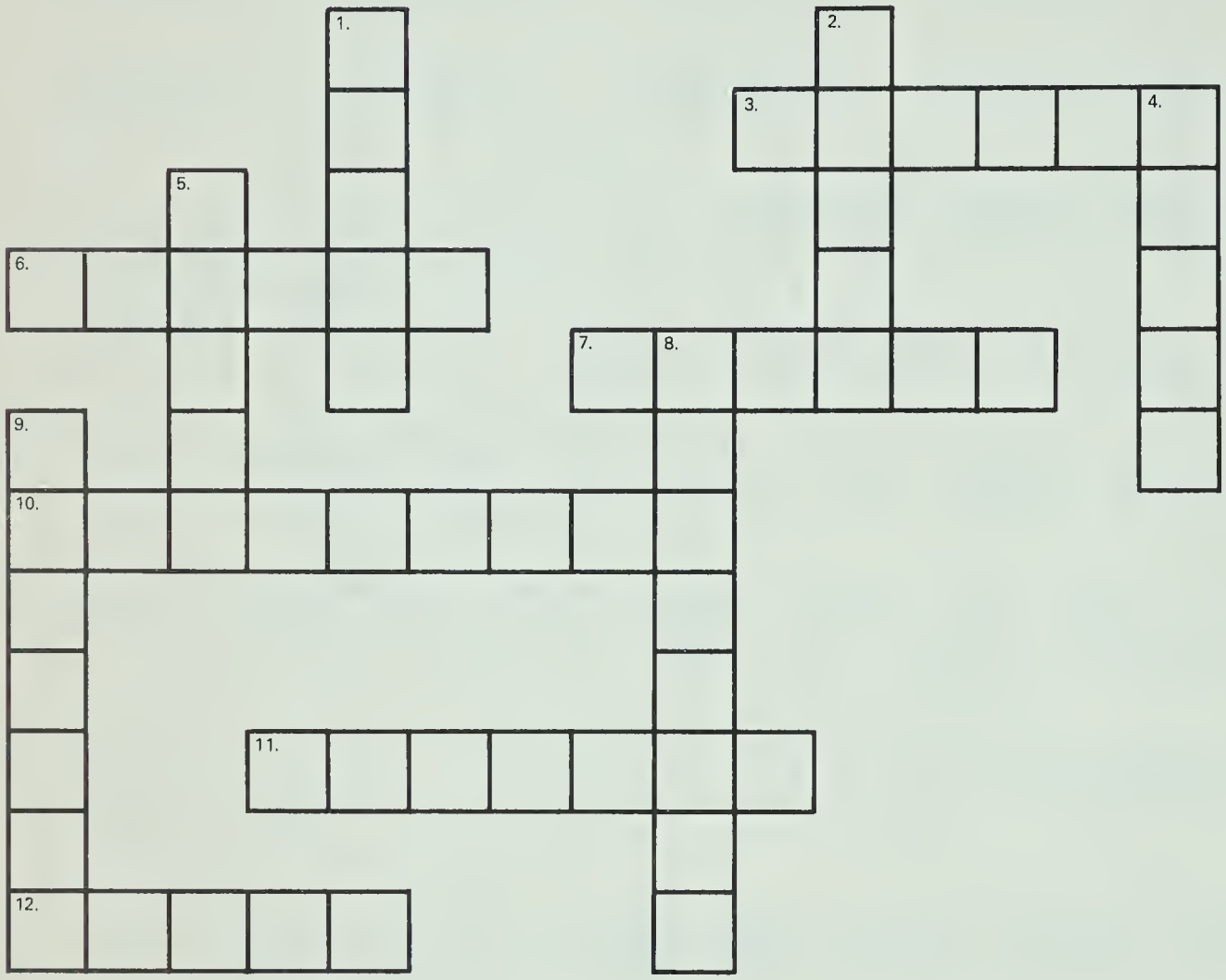
My name is _____

Fill in the puzzle, using the clues at the bottom of the page. The words to go in the puzzle are listed on the right.



believe
early
exclaimed
double
field
honor
lonely
music
ordinary
shone
special
though

Across

3. He did it, even _____ he knew he shouldn't.
6. Twice as much
7. She felt _____ without her friends.
10. Spoke suddenly in surprise or with feeling
11. The opposite of *ordinary*
12. Ahead of time

Down

1. A piece of land used for crops or pasture
2. Did shine
4. The party was in _____ of the famous inventor.
5. Sounds put together in a pleasing way.
8. Everyday; common; usual
9. Think something is true

Spelling/Word Meaning: context clues.

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My name is _____

Trace and practice writing the letter and the joined letters.

f f

f f f f

f

f

f

fa fi

ft fu

fr fe

fo of

pf rf

uf ef

lf if

off safe

Handwriting.

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My name is _____

Read the news story below. Read the 5W questions below the news story. Then answer the 5W questions for this news story.

> Tuesday, October 16, 1979.
> Mr. Mugs visited school children at a school in New Brunswick. The children asked the dog's owner to bring him to their school. The sheep dog is really named Charles and lives near the school.

1. Who is in the news story? _____

2. What happened? _____

3. Where did it happen? _____

4. When did it happen? _____

5. Why did it happen? _____

Directed writing.

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My name is _____

Choose the right word to complete each sentence. Print the word on the line.

paws **haunches**

1. Jack and his dad _____ three fish.	caught cause
2. The squirrel _____ over the wire.	crowed crawled
3. Jane _____ Pat to swim.	thought taught
4. The birds hid when they saw a _____ coming.	hawk talk
5. Did Elisabeth _____ that picture?	down draw
6. What _____ that loud noise?	clawed caused
7. Hens cackle and crows _____.	caw heehaw

Phonemic Analysis: correspondences /o/***au***, /o/***aw***/Word Meaning: context clues.

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My name is _____

Print the answer to each clue.

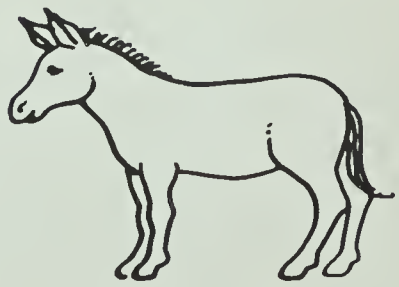
pull	tube	butcher	sugar
huge	pudding	brush	

1. This is sweet. _____ ____
2. This means very big. _____ ____
3. This man sells meat. _____ ____
4. You use this on your hair. _____ ____
5. Tooth paste comes in this. _____ ____
6. You do this to a wagon. _____ ____
7. You eat this. _____ ____

Read the words you have made. If the *u* stands for the sound in *bush*, write *B* beside the word. If *u* stands for the sound in *cup*, write *C*. If *u* stands for the sound in *mule*, write *M*.

bush

cup



mule

Phonemic Analysis: correspondences /u/**u**, /ů/**u**, /ū/**u-e**/ Word Meaning: context clues.

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My name is _____

Read each sentence and the two words after it. Print the short form of the two words on the line.

1. _____ making that noise? **What is**

2. You _____ play with matches. **should not**

3. _____ feed the birds every day. **We will**

4. _____ like to know Elisabeth. **I would**

5. _____ a new bird feeder now. **They have**

6. The squirrel _____ be able to get up there. **will not**

Add *'s* or just ' to show who or what owns something.

1. The squirrel was eating the birds___ food.

2. Elisabeth___ father had a good idea.

3. The wire___ holes were too small to let a squirrel through.

4. They taped the basket___ handle to the window.

5. Squirrels___ tails are bushy.

Structural Analysis: contractions and possessives.

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My name is _____

Trace and practice writing the letter and the joined letters.

m m

m m m m

m

m

m

ma md

mg mt

mw mu

mr ms

mb mk

mo an

in en

un on

Handwriting.

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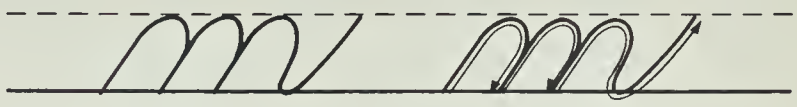
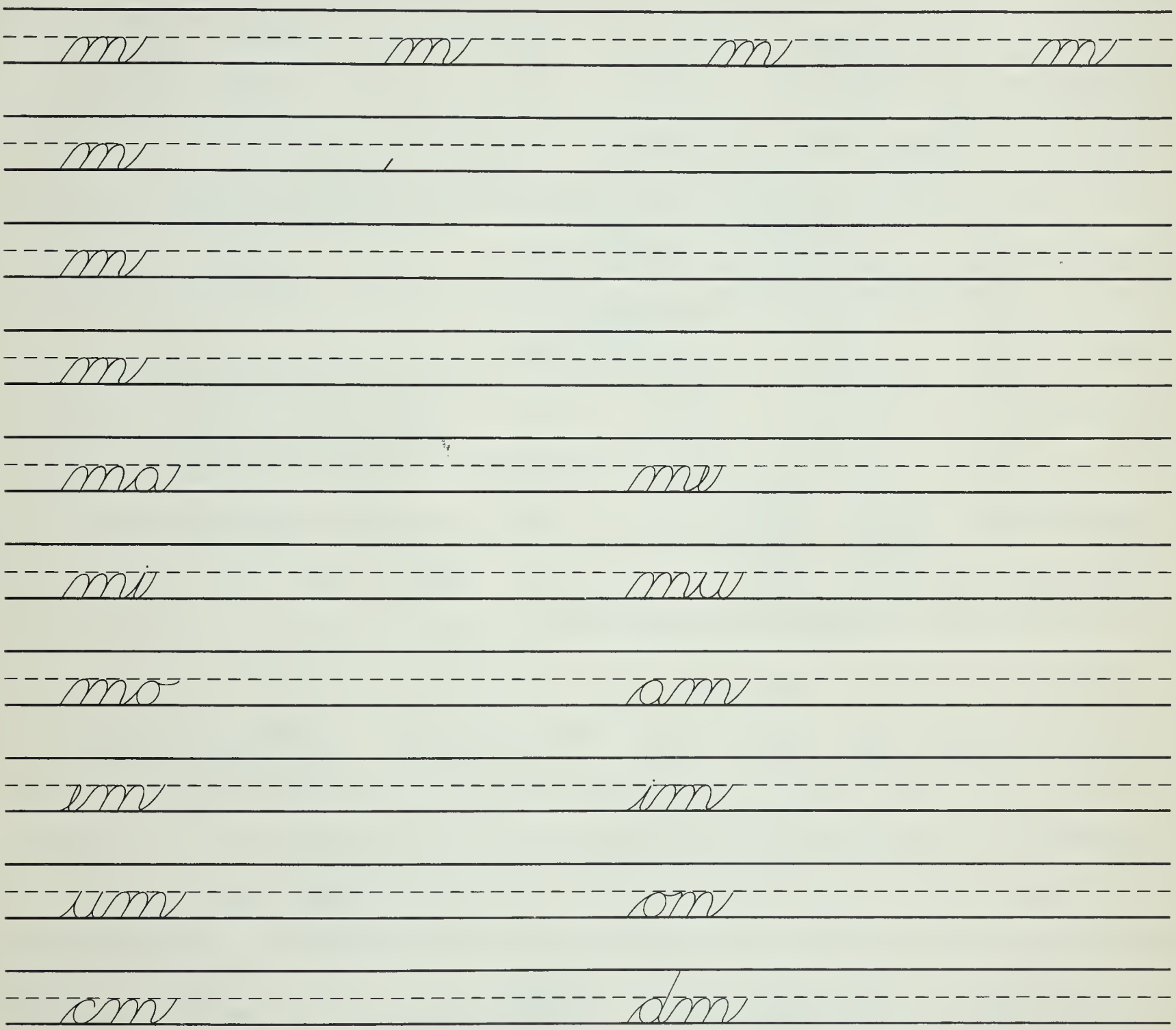
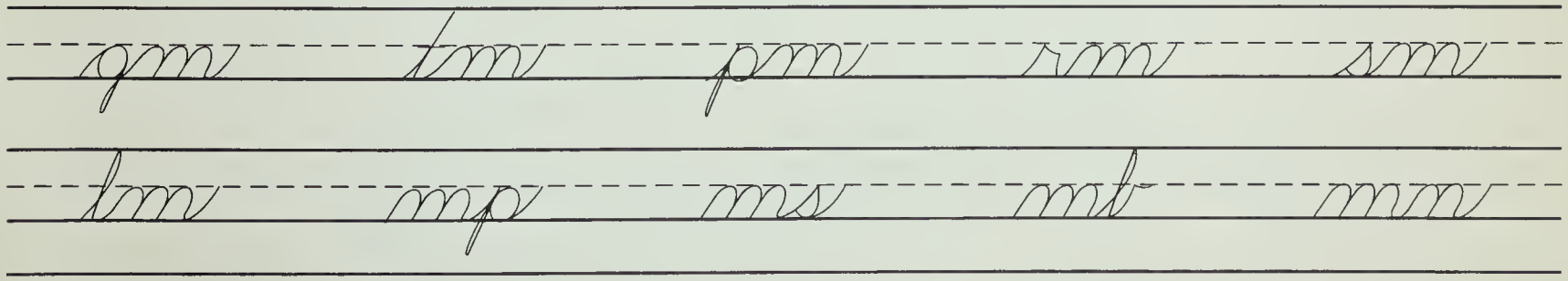
My name is _____

Trace and practice writing the letter and the joined letters.





For further practice try these.



Handwriting.

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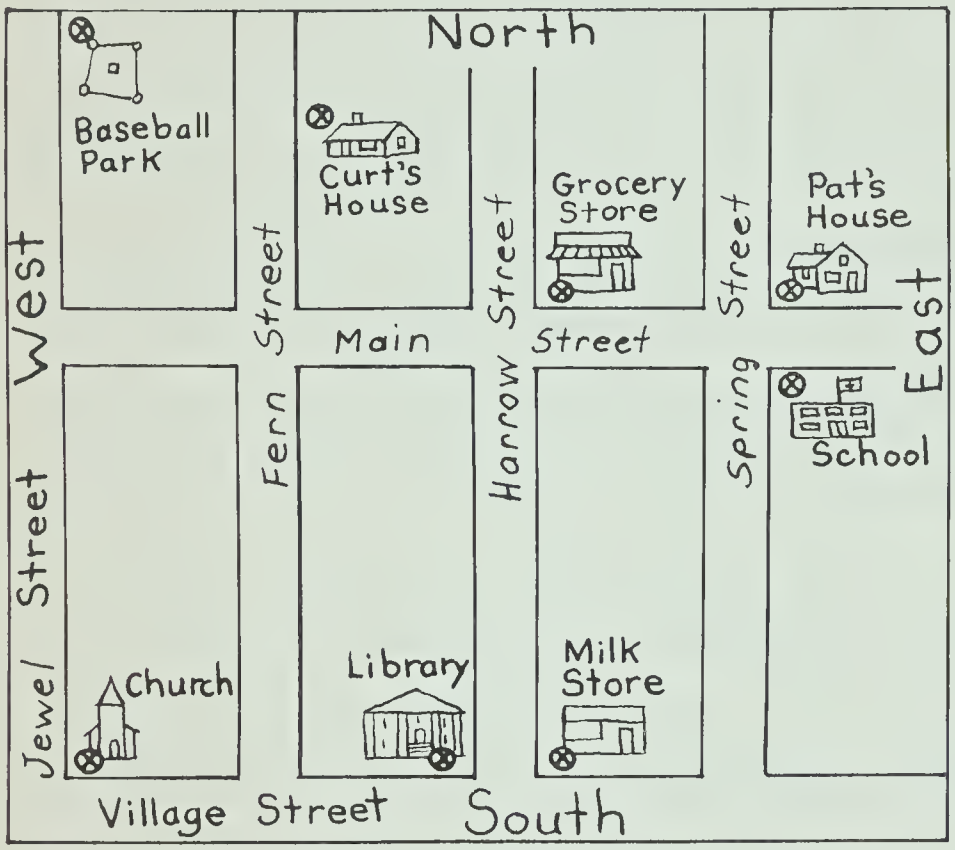
My name is _____

Study the map and the directions beside the map carefully. Then give directions for getting to the places below.



How would you get from the church to the grocery store?

Go up Jewel Street to Main Street. Go along Main Street to the grocery store.

How would you get from the library to the school?

_____

_____

_____

_____

How would you get from Curt's house to Pat's house?

_____

_____

_____

_____

_____

Directed writing.

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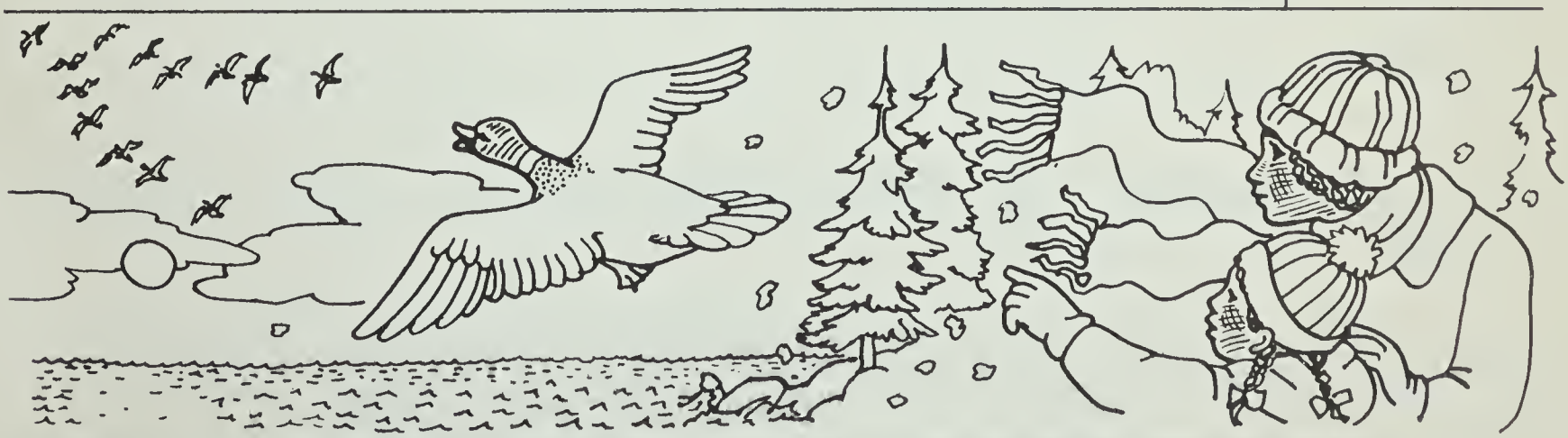
My name is _____

Choose the right word to go in each sentence. Print it on the line.

1. Jackie hoped her _____ would come again.	visitor village
2. We went skating on the _____ pond.	frighten frozen
3. The visitor was a _____ duck.	manager mallard
4. I found the picture _____ the papers on the desk.	among amount
5. A bird _____ its feathers with its bill.	grown grooms
6. The ducks nested in a _____ place this year.	different deliver



Word Meaning: context clues.

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My name is _____

Read each sentence and the word after it. Add *able* or *ness* to make the word fit the sentence and print it on the line. Remember some words change their spellings when you add certain endings.

1. We bought pop in _____ bottles. **return**
2. The doctor gave us _____ pills. **chew**
3. The boy's _____ made people dislike him. **greedy**
4. Be careful of that jug. It's _____. **break**
5. The duck liked Jackie's _____. **gentle**
6. Does that toy have any _____ parts? **move**
7. That was the _____ thing to do. **honor**
8. Mr. Brown was proud of his son's _____. **clever**
9. Jackie nursed the duck through its _____. **sick**
10. That ring is very _____ value

Structural Analysis: suffixes *able, ness* / Word Meaning: context clues.

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My name is _____

Draw a line between the syllables of each word.

alone	believe	oldest	dislike
oily	harmful	decide	slimmer
undo	prepare	action	hairless
simply	exclaim	refill	softness

Here are some new words. See if you can read them. Look to see if the word has a prefix or a suffix. Say each part of the word, then say the whole word. When you know what the word is, print it in the sentence where it belongs.

alarm beyond predict disgust mention grateful wireless

1. Can anyone _____ what will happen next?
2. The duck was _____ for Jackie's kindness.
3. A dirty house fills me with _____.
4. Did Mom _____ that Grandma is coming tomorrow?
5. I woke up when the _____ clock went off.
6. People used to say _____ instead of radio.
7. The candy store is a block _____ the city hall.

Syllabication/Decoding/Word Meaning: context clues.

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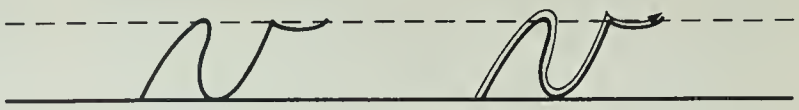
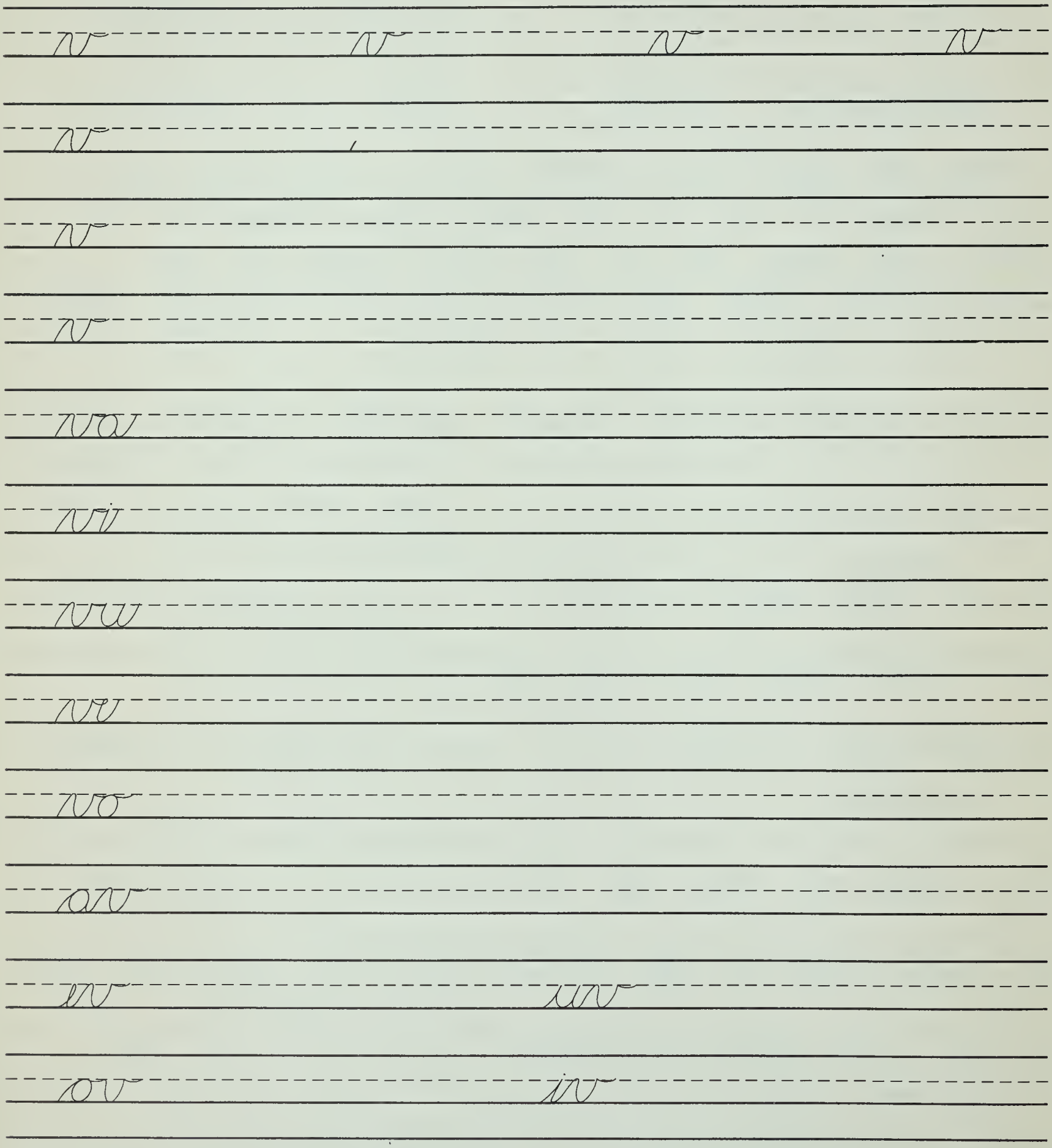
My name is _____

Trace and practice writing the letter and the joined letters.





Handwriting.

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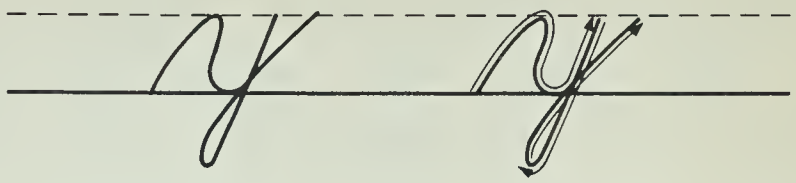
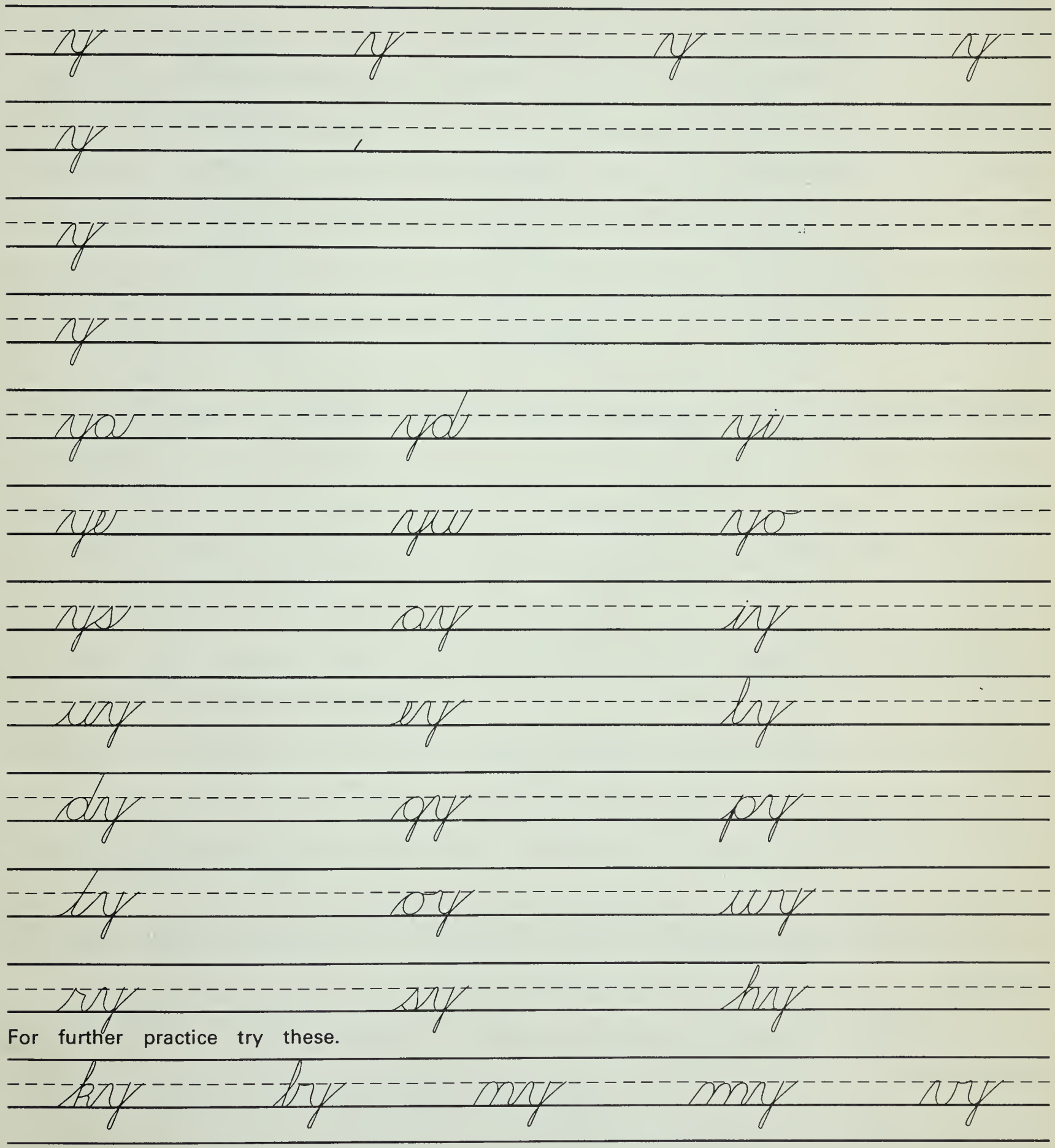
My name is _____

Trace and practice writing the letter and the joined letters.





For further practice try these.

Handwriting.

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My name is _____

Print a letter to a friend. Ask your friend to come to your place to spend the night. Make sure you have all the parts for your letter.

Heading

Greeting

Body

Closing

Signature

Directed writing.

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My name is _____

Read the underlined word and think about its vowel sound. Cross out every word below it that does not have that sound.

<u>head</u>	<u>boy</u>	<u>double</u>
measure	join	group
breath	oil	touch
beard	going	country
heavy	joyful	rough
instead	doing	couple
theater	point	youngest
thread	soybean	doubt

Choose the correct word from above to complete each sentence.

1. Mom used strong _____ to sew up the rip in my coat.
2. Are you going to _____ the skating club?
3. Don't _____ that plate. It's hot.
4. Dad put some _____ on my wagon's squeaky wheel.
5. Jan was out of _____ after the race.
6. Grandma gave Curt a _____ of apples.
7. Rob lived on a farm in the _____.

Phonemic Analysis: correspondences /e/**ea**,/oi/**oy**, /oi/**oi**,/u/**ou**/Word Meaning: context clues.

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My name is _____

Choose the correct word to complete each sentence. Print the word on the line.

1. Rob Rooster was _____, because he could not crow.	scaring scared
2. He thought he was _____ the other animals' songs.	improved improving
3. At first Rob Rooster felt very _____.	embarrassed embarrassing
4. He was _____ about what would happen to him.	worrying worried
5. Pig was _____ with Rob Rooster's advice.	disgusted disgusting
6. Rob Rooster was _____ that everyone practice its song.	suggested suggesting

Structural Analysis: verb forms.

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My name is _____

Draw a line between the syllables of each word.

candle	fearless	bookstore	firefighter
suffer	cupboard	compass	crumble
potion	practice	stillness	butcher
chicken	bravest	weather	handlebars
tanker	wrinkle	fairground	mallard

See if you can read these words. Divide each word into syllables. When you have decided what the word is, print it in the sentence where it belongs.

wither recount feather bed contains preshrunk lotion

1. The package _____ books and toys.
2. Rub some suntan _____ on so you won't sunburn.
3. I slept on a _____ at the farm.
4. The flowers will _____ and die.
5. Mom makes sure the clothes she buys are _____.
6. The loser wanted a _____ of the votes.

Syllabication/Decoding/Word Meaning: context clues.

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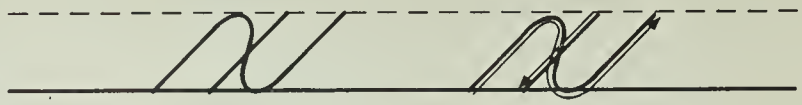
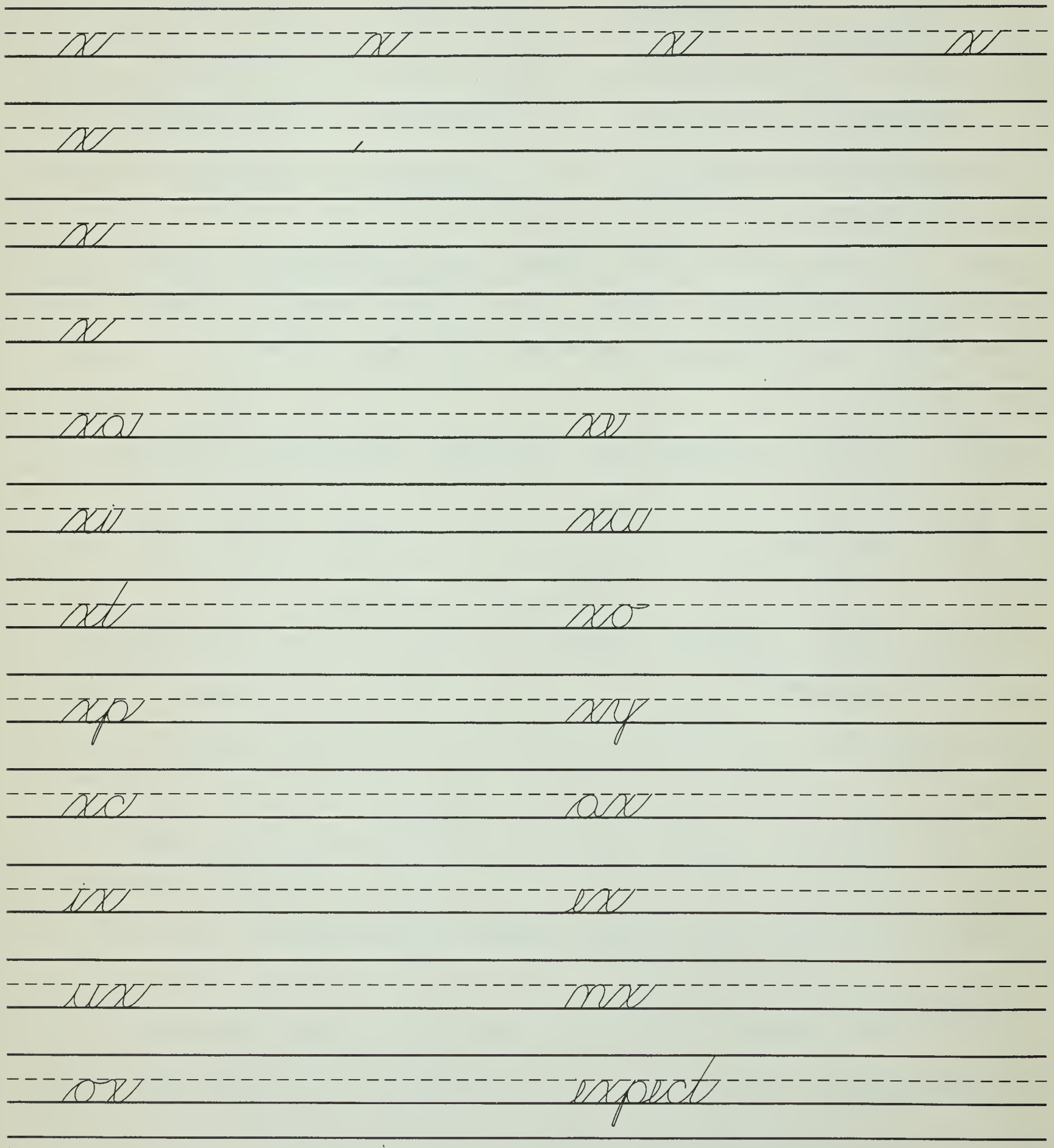
My name is _____

Trace and practice writing the letter and the joined letters.





Handwriting.

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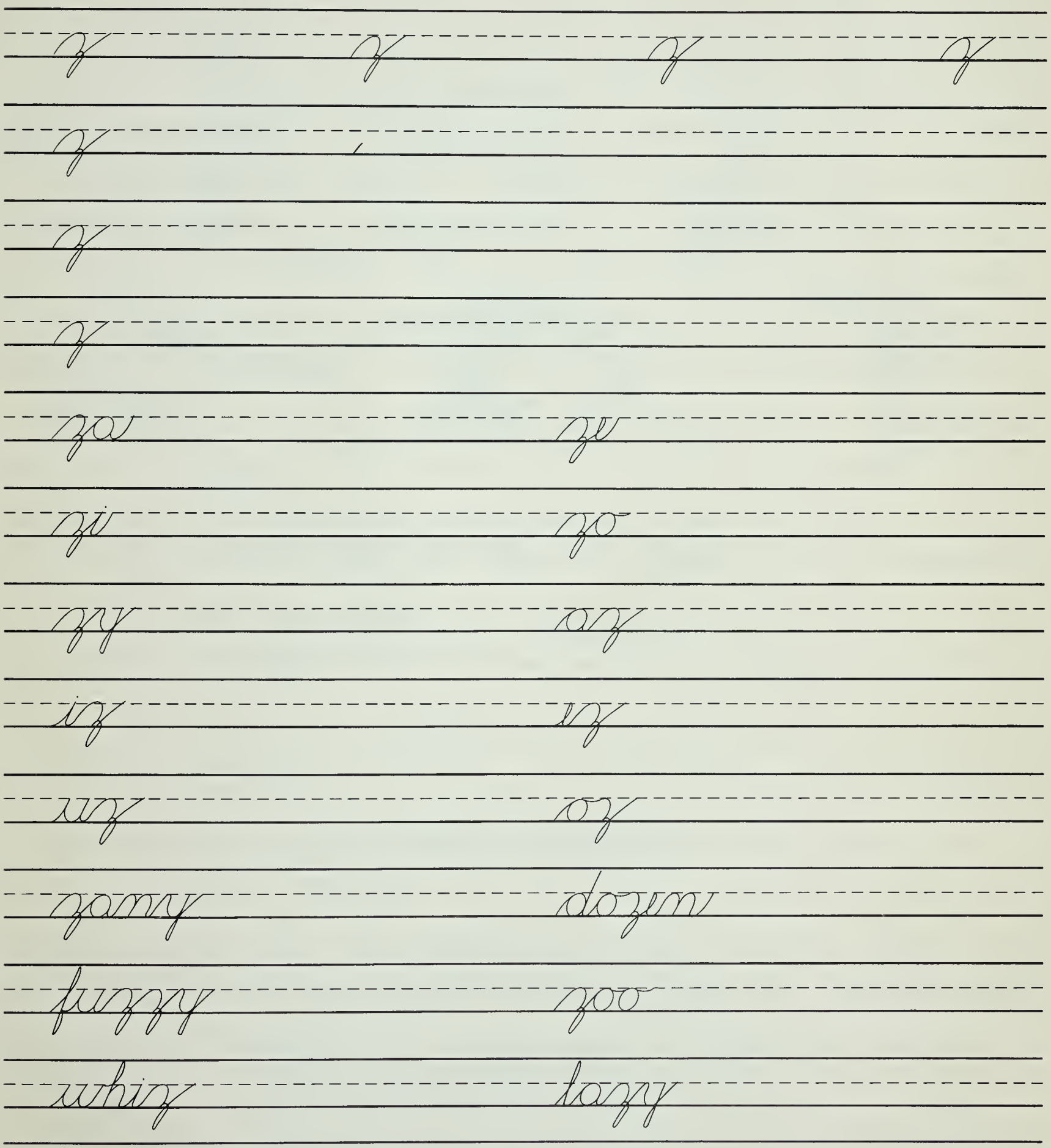
My name is _____

Trace and practice writing the letter and the joined letters.



Handwriting.

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My name is _____

Look at the names from stories you have read. Then print a sentence that describes each one. Use the words in the Word Bank to help you.

Word Bank:			
	happy	cheerful	active
	proud	wishful	loud
	silly	disobedient	adventure-loving
	crazy	fast	music-loving
	scared	embarrassed	ambition-loving

Pinocchio

Tonina

Rob Rooster

Directed writing.

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My name is _____

If the underlined word makes sense in the sentence, print *Yes* on the line before the sentence. If it doesn't make sense, print *No.*

_____ 1. The bird Feeder was <u>suet</u> to the window. _____

_____ 2. We had <u>frozen</u> peas for dinner. _____

_____ 3. The visitor was old and <u>field</u>. _____

_____ 4. Geppetto carved a wooden <u>chickadee</u>. _____

_____ 5. Pat sometimes gets to school <u>early</u>. _____

_____ 6. Tonina liked to listen to <u>music</u>. _____

_____ 7. Rob practiced to <u>overcome</u> his crowing. _____

_____ 8. You must <u>simply</u> hard to get ahead. _____

_____ 9. The cricket gave Pinocchio good <u>advice</u>. _____

Look at all the *No* sentences. Find a word below that will make sense and print it on the line after the sentence.

suggest	lonely	marionette	improve	eaves
feeble	scorched	embarrassed	attached	study

Word Meaning: context clues.

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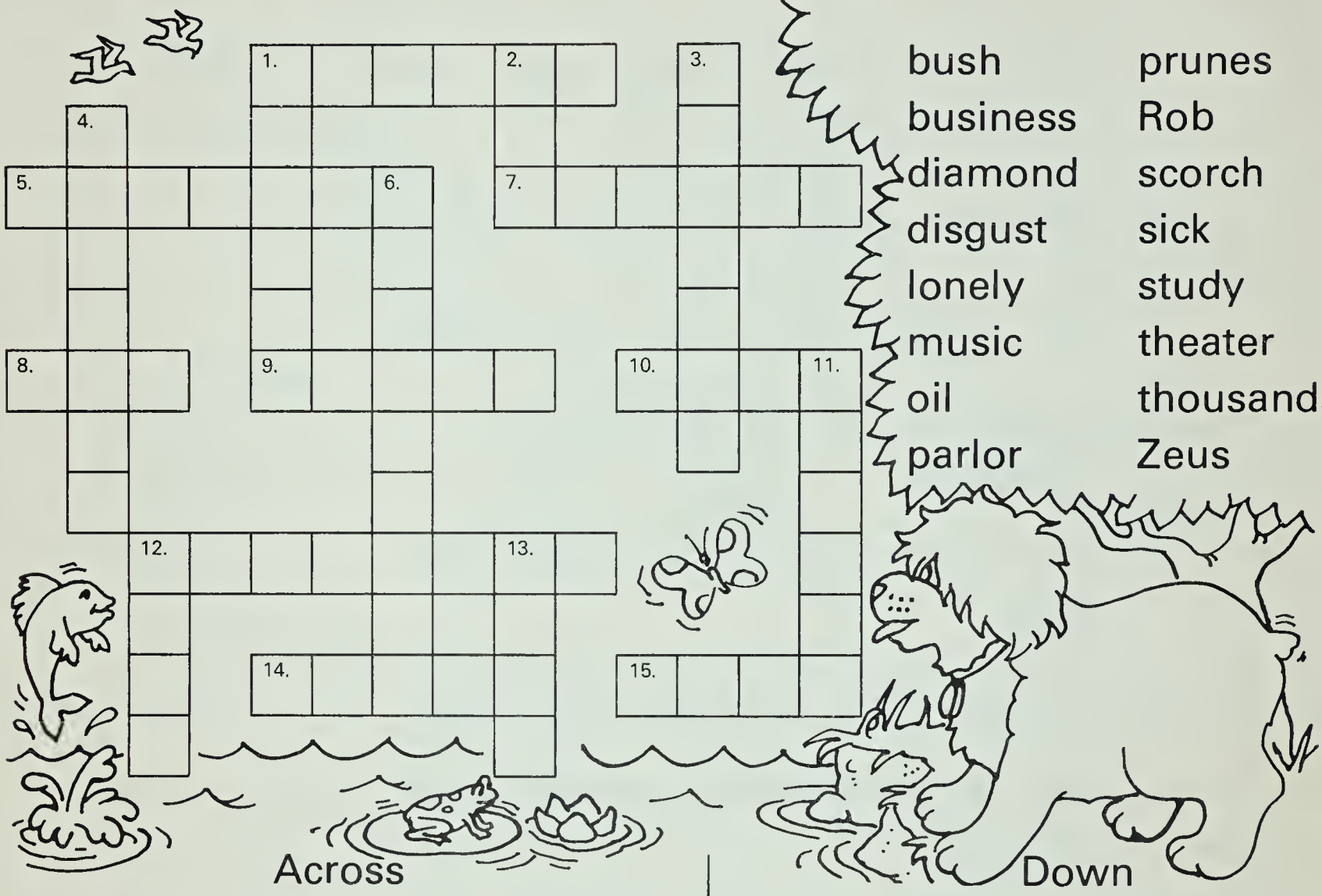
My name is _____

Fill in the puzzle, using the clues at the bottom of the page. The words to go in the puzzle are listed at the right.



bush	prunes
business	Rob
diamond	scorch
disgust	sick
lonely	study
music	theater
oil	thousands
parlor	Zeus

Across

1. Living room
5. Strong dislike
7. How you'd feel without friends
8. The rooster's name
9. Try to learn
10. The king of the gods
12. Mind your own ____
14. Pleasing sounds
15. A woody plant, smaller than a tree

Down

1. Trims off dead branches
2. What you put on squeaky wheels
3. A place where plays are acted
4. A shiny, valuable stone
6. Groups of ten hundreds
11. Burn a little
12. Forehead
13. Not well

Word Meaning: context clues.

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My name is _____

Read each sentence and the word after it. Add *able* or *ness* to make the word fit the sentence. Print it on the line. Remember some words change their spellings when you add certain endings.

1. I like the _____ of a kitten's fur. **soft** _____
2. Mr. Mugs is a _____ pet. **love** _____
3. They spent a most _____ day in the park. **enjoy** _____
4. Everything was in _____ for the party. **ready** _____
5. The _____ of the sun made me squint. **bright.** _____
6. Those shoes are not _____ for hiking. **suit** _____
7. Is the butter soft enough to be _____? **spread** _____
8. The animals all laughed at Rob's _____. **silly** _____
9. Jane was surprised at the _____ of the cottage. **big** _____
10. Is that tree _____? **climb** _____
11. This is a very _____ chair. **comfort** _____

Structural Analysis: suffixes *ness, able*

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My name is _____

Work with a partner. One of you will be Player A and the other will be Player B. Each player must cover the other player's list of words with a sheet of paper.

Player A reads the first word on the "A" list for Player B to spell. If Player B spells it right, put an X in the "B Yes" box. Next, Player B reads the first word on the "B" list for Player A to spell. Put an X in the "A Yes" box if Player A spells it right. Keep taking turns this way until all the words have been spelled.

Player A's List	A Yes	B Yes	Player B's List
lonely	☐	☐	early
honor	☐	☐	believe
shone	☐	☐	exclaimed
ordinary	☐	☐	special
double	☐	☐	field
attached	☐	☐	bought
music	☐	☐	though
visitor	☐	☐	frozen
business	☐	☐	practice
suggest	☐	☐	continue
different	☐	☐	wrinkle

How many words did you get right _____ ?

Spelling.

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My name is _____

Trace and practice writing the sentence and the joined letters.

Write this sentence three times.

The quick brown fox

jumped over the

lazy dogs

oa

ue

ui

je

ov

ow

le

el

ni

Handwriting.

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My name is _____

Trace and practice writing the joined letters.

wv

bv

bv

ma

eg

na

wo

ov

ob

ow

bi

by

Handwriting.

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My name is _____

Read the sentences below and correct the mistakes in them. Then reprint the sentences making the changes you have marked.

Curt wanted to take Mr. Mugs to a friend s house, Curt called, "Mr. Mugs, come here. Mr. Mugs was too bisy playing with his ball. Finally Curt had to leave without him

Directed writing.

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My name is _____

Look at the two pictures carefully. Decide what Jan is saying. Print her words. Decide what Curt is saying. Print his words. Remember to use the correct punctuation marks.

Directed writing.

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LB 1576 S78 1977 LEV-6 ACT-BK-B
STARTING POINTS IN LANGUAGE ARTS/

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Skills Index

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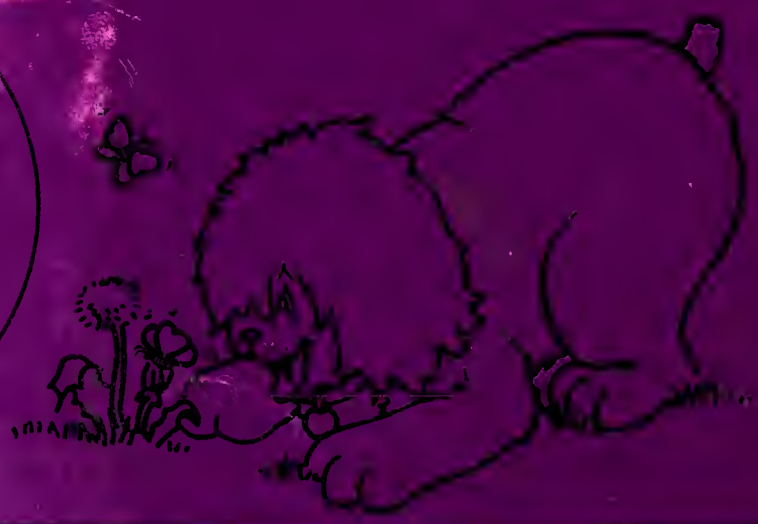
Children will also be using context clues as they do the phonemic analysis and structural analysis skills activities.

Starting Points in Language Arts



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